The Degree of Using Alternative Assessment Strategies by the Teachers of the First Three Grades in the Tabuk Region: Survey Study

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Abstract

The main aim of this study is to find out the degree of employment of alternative assessment strategies in the first three grades' teachers at schools in Tabuk region. The sample of the study includes (75 male teachers and 95 female teachers) the total number of the sample is 165 subjects. The instrument of the study was developed based on the alternative assessment strategies. The psychometric characteristics of the instrument of the studies were determined. The results of the study showed that the most often used strategy by teachers is the paper and pencil strategy. Then the strategy of self-correction. The least used strategy is the observation strategy. The study also showed that female and male teacher's estimation of the degree of employment was in general about average/in the middle. This study showed that there were no significant differences in the degree of employment of alternative assessment strategies among the first three grades' teachers due to gender or experience. Nevertheless, there are significant differences in the degree of employment of the strategy of performance, paper and pencil and communication strategies due to the grade of the students. The study recommended conducting further studies on alternative assessments studies

Key words: Strategies; Alternative assessment strategies; First three grades

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INTRODUCTION

Shifting from behavioral approach which concentrated on well-defined, measurable objectives for each lesson to cognitive approach which concentrates on what is going on inside learner's mind i.e. mental processes that affect his/her behavior focusing on thinking processes especially, high order thinking skills, such as judgment, decision making and problem solving. These mental skills enable the learner to deal with the requirements of this era of technology, spread and use of information. Consequently, there has been no longer a need to focus on specific measurable, observable, learning outcomes, which have been replaced by performance learning outcomes. These performance-learning outcomes are clear and well known to both learners and their teachers from the very start of the learning process. The learners are very active and independent in this process, and they always try to improve their performance abilities.

The Ministry of Education in Saudi Arabia has realized this challenge, and has saved no efforts to meet the needs of the requirement in this modern age. It seeks to offer high quality education in all schools. Educational evaluation I and measurement are considered main factors necessary for achieving these aims. Many countries all over the world including Saudi Arabia have established a comprehensive assessment system that covers all aspects of the educational process. They also strongly believe that developing the assessment systems in their countries will help create clear vision for them for all elements of educational process and build up a new culture that concentrates on establishing new policies that require performance improvement.

Most of the world education systems currently use the traditional methods or means of evaluation that require specific responses from students to specific tasks (Sidek, 2012; Simonson et al., 2000). There are three main types of alternative assessment: (a) authentic assessment that requires involvement of students in doing specific

meaningful tasks. The students are required to use their higher order thinking skills. They use a wide range of their knowledge that enables them to take proper decisions, to solve problems and enables them to use their cognitive knowledge to process, analyze and evaluate information. (b) Performance based assessment, which means the students' ability to use their knowledge and their skills in new real contexts and situations. (c) Constructivism assessment where the student actively participates in the process of assessment. Reeves (2000) suggested three alternative assessment strategies, cognitive assessment; performance assessment and portfolio assessment.

Many researchers used different terms to refer to alternative assessment. Some used authentic assessment for it, other used performance based assessment for it. Wangsatomtanakhum (1997) indicated that performance-based assessment is based on connecting the process of learning to the real experiences of the students (Simsonson et al., 2000). Winking (1997) added that authentic assessment is mainly linked to the high-order thinking skills. Whereas performance-based assessment focuses on direct and indirect interaction among the students while performing a specific task. Dietel et al. (1991) indicated that alternative assessment strategies depended on using open question, demonstration, practical training, stimulation and portfolios.

The alternative assessment is based on two main strategies: portfolios and projects. The portfolios strategy focuses on the learners' ability to perform the required tasks and on their abilities to express themselves (Kulieke et al., 1990). The teachers can judge learners efforts and how they are able to express themselves and how they achieved and performed the tasks. Building up relationships with parents and other stakeholders will shed light on how learners perform the required tasks (Arter, 1995).

The project strategy shows the projects that students perform and their role in performing them. These projects will show the development of mental skills of learners, and will also show how they used their previous experience related to these projects (Simonson et al., 2000).

The use of the traditional methods of assessment may reduce the level of the stored learning experience acquired by learners, since it mainly focuses on measuring specific standard behavioral objectives as the outcome of the learning process (Baily, 1998; Simonson et al., 2000). Whereas alternative assessment strategies focus on building a meaningful and learning process that lasts for a long period of time among learners. Birjandi and Tawjid, (2011) stressed the importance of using the alternative assessment strategies by teachers. They considered using these strategies an important element of success of the classroom learning process. These strategies encourage classroom learning process

to develop their thinking skills, link the new learning process to the previous learning experience of the learners that ensures high learning quality (Wikstrom, 2007; Margulies et al., 2005) emphasized that the use of alternative assessment strategy contributes to the improving level of the learners achievement; will reduce learners behavioral problems, will encourage cooperation among learners and will ensure the use of proper alternative means of assessment that suit all performance of the learners. Mcdonals and Boud (2005) encouraged teachers to use alternative assessment strategies to enhance self-confidence among learners and to improve their academic achievement. Hamayan (1995) indicated that alternative assessment could be incorporated in the school regulations, since these strategies focus on the overall learning process and not only on their learning outcomes. Huerta-Macias (1995) indicated that alternative assessment strategies focus on building up the learner's cognitive structure and incorporation and improve learner's achievement more than focusing or retrieval of information by learners.

The assessment process is very essential factor for the classroom learning process. Traditionally, it concentrated on conducting exams to the learners' cognitive structure and did not focus on developing the learners thinking skills. However, there should be focus on the learning experience acquired by learners during the process of classroom learning. Wubshet and Menuta (2015) conducted a study and found out that English Language teachers were unable to use the alternative assessment strategies and paid little attention to developing thinking skills of the learners. Law and Eckes (1995) indicated that alternative assessment strategies depend on the use of higher order thinking skills by learners. If it happens that the learners failed to perform certain task, he will be given the chance to cope up with other learners through the process of self-evaluation and in cooperation with his teacher. Anderson and Specks (1998) mentioned the advantages of using alternative assessment strategies are to help self-learning and self-evaluation among the learners. They help establish self-learning, self-evaluation among learners and help create self-confidence among them. They also help them benefit from the feedback they get by trying to remove all weak aspects of their learning, they also encourage to build the cognitive structure of the learners by using cooperative learning.

Using alternative assessment strategy improves the learners thinking skills. They not only help good learners but also weak ones to acquire suitable cognitive structure easy for them to retrieve at any time (Lawrenze, Haffonan, & Welch, 2001) using alternative assessment strategy gives teacher a real picture about the learning process of the learners particularly, when submitting, discussing and analyzing any kind of research. Birjand and Tamjid

(2011) indicated that alternative assessment strategies focus on the practical side of learning and not on taking decisions on the level of performance of learning as practiced clearly in traditional methods of evaluation. Due to the few number of studies in Saudi society, that tackled the use of formative assessment strategies thus, it is urgent to conduct this study to find out the degree of Employment of Alternative Assessment Strategies by the Teachers of the first three grades at schools of Tabuk Region.

1. PROBLEM STATEMENT

The assessment process for the first three basic grades in Saudi Arabia schools is characterized by giving general description for the performance of the pupils. The terms used in the assessment of pupils' performance are: The pupils can perform the tasks of the course of study well or they can't perform the tasks of the course. Grades or marks are not used for describing this performance. This kind of assessment can be described as being traditional sort of assessment. The method of using alternative assessment strategies or not used by first three grades teachers. This study attempts to familiarize the first three grade teachers with the alternative assessment strategies and to find out the degree of employment of these alternative assessment strategies by them due to the variables of gender of the teachers, their experience, grade taught and specialization of teachers. This study tries to answer the following questions:

(a) What are the alternative assessment strategies used by the first three grades teachers at schools of Tabuk Area?

(b) What is the degree of the use of alternative assessment strategies by the first three grades teachers?

(c) Are there any significant differences in the degree of the use of alternative assessment strategies among the first three grades teachers in schools of Tabuk Area due to gender of the teachers?

(d) Are there significant differences in the degree of the use of alternative assessment strategies among the first three grades teachers in schools of Tabuk Area due to experience of teachers?

(e) Are there significant differences in the degree of the use of alternative assessment strategies among the first three grades teachers in schools of Tabuk Area due to grade taught?

(f) Are there significant differences in the degree of the use of alternative assessment strategies among the first three grades teachers in schools of Tabuk Area due to specializations of teachers?

2. METHODOLOGY

The researcher used the quantitative approach for gathering data and for analyzing the results. He used SPSS for the analysis. The sample of the study consists of 165 male and female teachers who taught the first three grades in schools of Tabuk Area in the school year 2015-2016. Random sampling method was used to select the subjects for the sample.

3. STUDY INSTRUMENT

A special instrument was devised for the purposes of this study, to assess the use of alternative strategies used by the first three grades teachers. Then, the following procedures were used:

- A group of (20) teachers from outside the sample were interviewed about what they know about the alternative assessment strategies that the first three grades teachers used to employ in the learning and teaching process. Their responses were analyzed and statistically treated.

- The alternative assessment strategies used by teachers classified into sub-categories. This classification was based on the nature of these strategies.

- New items were devised to represent each sub-category.

- Upon the responses of the observatory sample, (27) items were devised and were classified into five main dimensions that cover the alternative assessment strategies (performance-based strategy, paper and pencil, observation, communication and self-evaluation).

- The instrument of the study was given to a specialized team of juries consisting of (7) members. They asked to judge the validity of the instrument for its purposes. Some modifications made upon their remarks.

- The reliability for the instrument of the study achieved by applying the items of the instrument of the study on another sample consisting of (20) female and male teachers. The reliability was estimated and it was (0.8555-0.675). It was estimated on Cronbach's alpha test to be (0.712-0.790). The estimation of the reliability of the instrument of the study was acceptable.

- Then the instrument used, and the study was conducted on all the (165) teachers of the sample.

4. RESULTS

First question: What are the alternative assessment strategies used by the first three grades teachers in schools of Tabuk Area? The mean and the standard deviation were calculated. The results were shown in Table 1.

Table 1
Mean and Standard Deviation of the Degree of Employment of Alternative Assessment Strategies by Teachers

Rank	Strategy	Mean	Standard deviation	Degree of use
A. Performance based assessment				
6	Discussion	2.96	0.77	Medium
1	Performance	2.85	0.76	Medium
5	Role play and stimulation	2.82	0.75	Medium
3	Demonstration	2.84	0.70	Medium
4	Conversation	2.82	0.72	Medium
2	Presentation	2.70	0.74	Medium
	Weighted means	2.83	0.41	Medium
B. Paper and pencil				
6	Essay guided response	4.49	0.67	High
7	Essay open response	4.32	0.90	High
2	multiple choice exams	4.07	0.87	High
5	short answers	3.60	0.74	Medium
1	True-false items	3.01	0.89	Medium
4	completion items	2.92	0.82	Medium
3	Matching	2.91	0.69	Medium
	Weighted means	3.61	0.45	Medium
C. Observation				
2	Organized observation	2.21	0.69	Low
1	Spontaneous observation	2.16	0.73	Low
	Weighted means	2.18	0.51	Low
D. Communication				
4	Group work	3.61	0.82	Medium
5	Questions and answers	3.32	0.78	Medium
3	Meeting	3.20	0.68	Medium
2	Conference	2.14	0.71	Low
1	Communication	2.09	0.73	Low
		2.87	0.37	Medium
E. Self evaluation				
6	Open tasks	3.37	1.08	Medium
4	Students diaries	3.28	0.97	Medium
1	Self-correction	3.27	1.24	Medium
7	Projects	3.18	1.08	Medium
3	Peer evaluation	3.13	0.84	Medium
5	Student portfolio	2.95	0.94	Medium
2	Self-assessment	2.66	0.97	Medium
	Weighted mans	3.12	0.40	Medium

Table 1 shows that the alternative assessment strategy used most by the first three grades teachers are paper and pencil strategy. The overall estimation of the teachers to the degree of employment of this strategy was medium (the mean 3.61/standard deviation 0.45). It was high in four used techniques and medium in three used techniques. The most technique used by teachers is essay questions with guided answers. Its mean was (4.41) and its standard deviation was (6.67). The least used technique by teachers is matching questions (its mean is 2.91 and its standard deviation is 0.69). Then, comes self-correction strategy. The total estimation of teachers to the degree of employment was medium. Its mean was (3.12) and its standard deviation was (0.40). The estimation of teachers to all techniques used in this strategy was medium. The most used technique is open task technique with 3.37 mean and 1.08) standard development. The least used technique is self-evaluation technique. Mean 2.66 and (0.97) standard deviation. Then comes communication strategy. The overall estimation of teachers to the degree of employment of this strategy was also medium (mean 2.87 standard deviation 0.37). The estimation of teachers to the techniques used in this strategy was medium for three and low for two. The technique used most in this strategy was group work. The least used technique is communication. Then, comes performance-based strategy. The total estimation of the teachers to the degree of employment of this strategy was medium with (2.83) mean and (0.41) standard deviation. The estimation of learners to all its techniques was medium, the most used techniques are discussion, and the least used one is presentation. Finally, comes the observation strategy. The estimation of teacher to the degree of employment of this strategy was low.

Second Question: What is the degree of the use of alternative assessment strategies by the first three grades teachers? The researcher used means and standard deviation as shown at Table 2.

Table 2
Mean and Standard Deviation of the Degree of Employment of Alternative Assessment Strategy by the First Three Grades Teachers

Numbers	Assessment instruments	Mean	Standard deviation	Degree of employment
4	Learning process records	3.42	1.18	Medium
1	Observation list	3.27	1.11	Medium
2	Rank ladders	3.01	1.23	Medium
3	Verbal rank ladder	2.99	1.06	Medium
5	Teachers record	2.90	1.02	Medium
	Total	3.12	0.39	Medium

Table 2 shows that the degree of employment of alternative assessment strategies was medium with mean (3.12) and standard deviation (0.39). The most used instrument was the learning process record with mean (3.42) and standard deviation (1.18). In addition, the observation lists with mean (3.27) and standard deviation (1.11). Then rank ladder with mean (3.01) and standard deviation (1.23). Then verbal rank ladders with mean (2.99) and standard deviation (1.06). Finally the teachers' record instrument with mean (2.90) and standard deviation (1.02).

Third question: Are there any significant differences in the degree of the use of alternative assessment strategies among the first three grades teachers in schools of Tabuk Area due to gender of the teachers? The mean and the standard deviation used to find out the estimation of teachers to the degree of employment of the alternative assessment strategy. *T*-test was used to find out the significant differences among teachers. Table 2 shows the results.

Table 3
The Difference Among Teachers in Using Alternative Assessment Strategy Using *T*- Test in Tabuk Area

Strategy	Gender	Number	Mean	SD	Teacher Test	df	Sig
Performance based assessment	Males	75	2.36	0.39	0.78	163	0.434
	Females	90	2.31	0.43			
Paper and pencil	Males	75	3.63	0.40	0.21	163	0.882
	Females	90	3.61	0.44			
Observation	Males	75	2.11	0.55	- 1.65	163	0.100
	Females	90	2.24	0.46			
Communication	Males	75	2.86	0.38	- 0.20	163	0.842
	Females	90	2.88	0.36			
Self-correction	Males	75	3.10	0.40	- 0.46	163	0.648
	Females	90	3.13	0.40			
Total	Males	75	2.98	0.18	- 0.35	163	0.724
	Females	90	2.99	0.18			

As shown in Table 3 there are no significant differences in the degree of employment of alternative assessment strategies among teachers.

Fourth question: Are there any differences in the degree of the use of alternative assessment strategies among third grade teachers in Tabuk due the variable of experience? To get proper answer for this question, mean and standard deviation used to find out the degree of the use of alternative assessment strategies among teachers and T-test used to find out the differences among them in the use of these strategies due to the variable of experiences.

Table 4
Differences Among Teachers Due to Experience Variable Using *T*-Test

Strategy	Years of experience	Number	Mean	SD	T-test	df	Sig
Performance based assessment	1-5	92	2.34	0.40	0.78	163	0.774
	6-10	73	2.32	0.44	0.29		
Paper and Pencil	1-5	92	3.67	0.43	1.69	163	0.092
	6-10	73	3.56	0.43			
Observation	1-5	92	2.17	0.49	-0.46	163	0.645
	6-10	73	2.21	0.53			
Communication	1-5	92	2.84	0.39	-1.22	163	0.223
	6-10	73	2.91	0.34			
Self-Correction	1-5	92	3.14	0.43	0.76	163	0.451
	6-10	73	3.01	0.36			
Total	1-5	92	3.00	0.18	0.19	163	0.362
	6-10	73	2.97	0.19			

As shown in Table 4, there are no significant differences in the degree of employment of the alternative assessment strategy by teachers due to experience.

Five question: Are there any significant differences in the degree of the use of alternative assessment strategy among third grade teachers in schools of Tabuk due to the grade/class taught? To find out answers to this question, mean, standard deviation were used. In addition, one- way anova and LSD tests were used to find out the differences among teachers in the use of alternative assessment strategies due to the class taught. Table 5 shows the results.

Table 5
Means, Standard Deviations in the Early Grades to the Point of Their Use of Alternative Strategies According Third Grade Teachers

Strategy	Class	Number	Mean	SD
Performance based assessment	First	54	2.41	0.36
	Second	59	2.37	0.43
	Third	52	2.21	0.43
Paper and Pencil	First	54	3.76	0.45
	Second	59	3.51	0.38
	Third	52	3.51	0.42
Observation	First	54	2.28	0.54
	Second	59	2.08	0.47
	Third	52	2.08	0.51
Communication	First	54	2.94	0.35
	Second	59	2.78	0.48
	Third	52	2.90	0.36
Self-correction	First	54	3.05	0.48
	Second	59	3.14	0.36
	Third	52	3.17	0.34
Total	First	54	3.02	0.16
	Second	59	2.99	0.19
	Third	52	2.95	0.19

Evident from Table 5 there are differences in the degree of use of teachers in third grade teachers at Tabuk in the degree of use of strategies according to the variable of the class, and to determine whether these differences are statistically significant the researcher used one-way anova as shows in Table 6.

Table 6
One- Way Anova About Used of Alternative Strategies According to Third Grade Teachers

Strategy	Source of variance	Sum of squares	df	Mean of squares	F	Sig
Performance based assessment	Class	1.27	2	0.63	3.84	0.023
	Error	26.76	162	0.17		
	Total	28.03	164			
Paper and Pencil	Class	1.65	2	0.82	4.69	0.010
	Error	28.42	162	0.18		
	Total	30.07	164			
Observation	Class	1.20	2	0.60	2.34	0.099
	Error	41.41	162	0.26		
	Total	42.61	164			
Communication	Class	0.86	2	0.43	3.28	0.262
	Error	21.36	162	0.13		
	Total	22.22	164			
Self-correction	Class	0.43	2	0.21	1.35	0.262
	Error	25.69	162	0.16		
	Total	26.12	164			
Total	Class	0.14	2	0.07	2.07	0.130
	Error	5.43	162	0.03		
	Total	5.56	164			

As shown in Table 6, there are significant differences in the degree of employment in three of alternative assessment strategies among teachers due to class taught. The strategies are: performance based strategy, paper, pencil strategy, and communication strategy. To find in any of the variable grade levels the researcher used post hoc test by applied LSD test as shows in Table 7.

Table 7
The Significance of Differences in the Degree of Use Alternative Strategies of Teachers According to the Class Variable

Strategy	Class	First	Second
Performance	Second	0.04	
	Third	0.21	0.17
Paper and pencil	Second	0.17	
	Third	0.24	0.08
Communication	Second	1.7	
	Third	0.04	-0.12

As shown in Table 7 teachers of grade one and grade two used performance strategy more often than teachers of grade three. Moreover, teachers of grade one used pencil and paper and communication more often than teachers of grade two and teachers of grade three.

Question six: Are there any significant differences in the degree of employment of alternative strategy by teachers due to their specialization. Mean and standard deviation were used to find out the differences. Table 8 shows the results.

Table 8
Mean and Standard Deviation of Employment of Alternative Strategy by Teachers Due to Their Specialization

Strategy	Specialization	Number	Mean	SD
Performance based assessment	Math	40	2.84	0.21
	Arabic	51	2.27	0.25
	Social studies	46	2.16	0.31
	Religion	28	2.01	0.40
	Total	165	2.33	0.41
Paper and pencil	Math	40	4.01	0.25
	Arabic	51	3.61	0.41
	Social studies	46	3.45	0.31
	Religion	28	3.31	0.41
	Total	165	3.62	0.43
Observation	Math	40	2.23	0.47
	Arabic	51	2.96	0.47
	Social studies	46	2.22	0.50
	Religion	28	2.48	0.50
	Total	165	2.18	0.51
Communication	Math	40	2.96	0.36
	Arabic	51	2.87	0.39
	Social studies	46	2.78	0.35
	Religion	28	2.89	0.36
	Total	165	2.87	0.37
Self-correction	Math	40	2.99	0.5
	Arabic	51	3.13	0.34
	Social studies	46	3.13	0.36
	Religion	28	3.29	0.33
	Total	165	3.12	0.40
Total	Math	40	3.15	0.15
	Arabic	51	2.95	0.16
	Social studies	46	2.92	0.15
	Religion	28	2.92	0.29
	Total	165	2.98	0.18

As shown in Table 8, there are significant differences in the degree of employment of the alternative assessment strategies used by teachers due to their specialization. Anova used to find out the degree of differences. The results are shown in Table 9.

Table 9
One- Way Anova About Used of Alternative Strategies According to the Teachers Specialization

Strategy	Source of variance	Sum of squares	df	Mean of squares	F	Sig
Performance based assessment	Teachers Specialization	14.67	3	4.89	58.93	0.00
	Error	13.36	161	0.08		
	Total	28.03	164			
Paper and pencil	Teachers Specialization	10.27	3	3.42	27.82	0.00
	Error	19.80	161	0.12		
	Total	30.07	164			
Observation	Teachers Specialization	5.15	3	1.72	7.38	0.00
	Error	37.46	161	0.23		
	Total	42.61	164			
Communication	Teachers Specialization	0.73	3	0.24	1.81	0.147
	Error	21.5	161	0.13		
	Total	22.22	164			
Self-correction	Teachers Specialization	1.5	3	0.50	3.26	0.023
	Error	24.62	161	0.15		
	Total	26.12	164			
Total	Teachers Specialization	1.40	3	0.47	18.08	0.00
	Error	4.16	161	0.03		
	Total	5.56	164			

As shown in Table 9, there are significant differences in the degree of employment of alternative assessment skills due to specialization of the teacher in the use of all the strategies expect in communication strategy. To find in any of the specialization of teacher levels the researcher used post hoc test by applied LSD test as shows in Table 10.

Table 10
The Significance of Differences in the Degree of Use Alternative Strategies of Teachers According to the Specialization of Teacher Variable

Strategy	Courses	Math	Arabic	Social studies
Performance	Arabic	0.57*		
	Social studies	0.68*	11	
	Religion	0.83*	0.26*	0.15*
Paper and pencil	Arabic	0.38*		
	Social studies	0.56*	0.18*	
	Religion	0.71*	0.33*	0.15
Observation	Arabic	0.26*		
	Social studies	0.01	-0.26*	
	Religion	0.26*	-0.52	-0.26
Self-correction	Arabic	-0.14		
	Social studies	-0.14	0.00	
	Religion	-0.30	-0.16	-0.16
Total	Arabic	0.20*		
	Social studies	0.22*	0.03	
	Religion	0.23*	0.03	0.00

Table 10 shows that Math teachers used more often performance based strategy and paper and pencil strategies than other teachers. Math teachers used less often the observation strategy than, Arabic Language teachers. In addition, used observation and self-correction strategies less often than religion teachers. Arabic Language teachers and social studies teachers used performance strategy more often religion teachers. Arabic Language teachers used paper and pencil strategy more often than social studies teachers and religion teachers, but used observation strategy less often than religion and social studies teachers. The study also showed that social studies teacher used performance strategy more often than religion teacher's use, but used observation strategy less often than religion teachers used.

DISCUSSION

The main aim of this study was to find out the degree of employment of alternative assessment strategies in the first three grades teachers in schools of Tabuk area. The main results of the study showed that most often used assessment strategy was the paper and pencil are still dominant in the minds of teachers as a means of assessment. It is also clear that the observation strategy was not used properly to monitor the education progress of the learners. Since the study showed that the employment of alternative assessment strategies medium, there is much focus on the use of traditional methods of assessment by teachers. The study showed that there are no significant differences in the employment of alternative assessment strategies due to gender of teachers or due to their teaching experience. This is also good evidence of the little attention teachers paid to the use of alternative assessment strategies.

The study shows that there are significant differences in the employment of performance, paper and pencil and communication strategies due to the class taught variable. Teachers in grades one and two more often used papers and pencil strategy that grade three teachers and grade one teachers more often used paper and pencil than grade two and grade three teachers. Grade one teacher more often used communication strategy than grade two teachers did. This is also clear evidence that alternative assessment strategies were used in effectively inside the classrooms of the grades. The study also showed that Math's teachers were able to more often employ the alternative assessment strategies that other teachers of other specializations. To the researcher, this is because of the nature of the math school subject that gives much more chances to the teachers to more often apply and use alternative assessment strategies that teachers of other specializations.

CONCLUSION

The primary aims of the current study were to investigate the degree of employment of alternative assessment strategies in the first three grades' teachers at schools in Tabuk Region. This has involved a variety of activities; the researcher reviewed the relevant literature, developed a scale, and statistically tested the scale. We have shown above the procedure of developing the scale.

Content validity was evidenced in the scale. Cronbach's Alpha method used to evaluate the stability of the scale, and it was concluded that the scale demonstrated good reliability. Piloting the scale suggests that it is easy to administer instrument and understandable, so it is expected to have high response rate.

RECOMMENDATIONS

The researcher recommends conducting further studies that might cover the following areas:

- To study the causes that hinder using the alternative assessment strategies.

- To introduce and to apply suitable specialized training programs to find out the effect of the use of alternative assessment strategies on the achievement of students.

- To conduct comparative studies among the three grades on the use of alternative assessment strategies.

- To conduct a survey study of students in all grads to find out their points of view on the effectiveness of alternative assessment strategies application in classrooms.

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