

EFFECTIVENESS OF USING THE ACHIEVEMENT PROFILE (PORTFOLIO) AS AN ALTERNATIVE ASSESSMENT TOOL IN THE ACHIEVEMENT OF LITERARY FIFTH GRADE STUDENTS IN THE ARABIC LANGUAGE SUBJECT

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Abstract

this study aims to determine the use of achievement profiles (Portfolio) as an alternative assessment tool for fifth grade literature students' achievement in the Arabic language subject. The study followed the experimental approach of a front-to-back design with two equal groups. The study sample consisted of (68) fifth grade literature students who were selecting for boys. Researchers prepare research tools

Test the hypothesis using appropriate statistical means, namely a T- Test of Two Independent Samples, T-Test of Two Related Samples, and the equation for the ATA box; to determine the size of the effect. The results showed that there was a statistically significant difference between the experimental groups using grades.

(achievement test), which consists of (30) items of the MCQ type, and verify its validityvalidity reliability and psychometric characteristics,

profile (Portfolio) in its teaching at the expense of the control group, and it was also found that there was effectiveness in employing the achievement profile (Portfolio) in increasing achievement .

Keywords: Achievement Profile (Portfolio) , Alternative Assessment , Achievement , Arabic language.

Introduction

Firstly: The problem of the study:

There is no doubt that the assessment very important in the educational process in particular, and the educational system in general, and the assessment processes have gone through several stages in the past from the form of essay tests, to objective tests, and then performance tests.

The world around us has witnessed a tremendous development of the concept of evaluating the learner, his strategies and tools, which requires those in charge of the educational process of different disciplines to use modern and diverse assessment strategies other than the objective and essay tests that they used to practice to evaluate the learner's achievement, or measure the learning outcomes (Al-Otaibi, 2016: 112).

As a result of the expansion of knowledge and technological progress, traditional methods of assessment do not meet the purposes and requirements of the educational process and what they have witnessed, as there was a need to emerge new methods in alternative assessment that are based on the thinking and creativity of students.

In the context of what the Iraqi Ministry of Education is doing to keep abreast of educational developments and follow up what is new in all aspects of the educational process, including the assessment, hence the need to conduct a field study on the importance of using the achievement profile as a assessment tool.

The two researchers called for the practice of this experience the importance of the achievement profile in the formation and construction of the students' personality, as it enables them to build their language and writing skills, evaluate them, and give them the appropriate feedback on an ongoing basis; in order to improve their language performance (Al-Rashidi: 2017: 236).

Several studies conducted in Arab and foreign countries have revealed the importance and effectiveness of the achievement profile as an assessment tool, including: the study of Al-Salami (2011), the study of Abbas and Wassef (2010), the study of Al-Sayed(2007), and the study of Al-Agha (2005). All these studies recommended the use of the achievement profile as a tool for assessment because of its effective impact and skills development, as well as being a proven tool in the field of learning difficulties. It has met with remarkable success through the results that appeared on the selected samples representing their communities.

In addition to the weakness that the researchers noticed as a result of their field knowledge of the linguistic weakness in the secondary stages in general, and the literary fifth stage in particular, all this led them to experiment with employing the achievement profile as an orthodontic tool in the achievement of the Arabic language subject for literature 5th grade.

The obstacle of this research to answering the following aquestioning How the effective the using of the achieve ment profile as instrument to 5th Grade Achievement literary students in the topic of Language?

Second: research significance: The importance of research can be summed up by: Theoretical importance:The importance of education in building society and moving it towards the future with confidence and reassurance.

- 1- The importance of language as a tool for communication between the members of society in the social, political and economic process of that society
- 2- The importance of the Arabic language as the language of the Holy Quran and the Sunnah of the Prophet.
- 3- The importance of using the achievement profile (Portfolio) in the development of language and writing skills among fifth grade literary students in the subject of Arabic language.

Practical Relevance: It is hoped that the results of this study will contribute to the following

- 1- Reveal to officials and specialists in the Ministry of Education the benefits of using the file of achievement (Portfolio) in the achievement of fifth grade students in the literary subject of Arabic language.
- 2- Providing supervisors and teachers of the Arabic language and those who teach it with the necessary methods and strategies to achieve in the Arabic language subject among fifth grade literary students.
- 3- The results of this study may open the door for researchers in this field to conduct studies to complement this subject from other aspects, and at different educational stages.

Third: Research Objective and Hypotheses:

The research seeks to achieve the following goal:

(Effectiveness of using the achievement profile as a tool for alternative assessment in the achievement of fifth grade literary students in the subject of Arabic language). To achieve the goal of the research, the researchers formulated the following hypotheses:

- 1- In the Arabic language subject achievement test, there is no statistically significant difference between the mean score of the students in the experimental group and the mean score of the students in the control group at the significance level (0.05) attributed to Achievement Portfolio Employment
- 2- There is no statistically significant difference at the significance level (0.05) in the mean scores of the students in the experimental group who were assessed using the achievement profile as an assessment tool in the pre- and post-achievement tests.
- 3- the mean scores of students who did not use the achievement profile as an assessment tool in the before and after achievement tests were not statistically significantly different at the significance level (0.05).
- 4- There is no effectiveness to use the achievement profile as a tool for alternative assessment in 5th Grade Achievement literary students in the Arabic language.

Fourth: Research limitations

The current research depends on:

- 1- **Spatial boundaries:** students of the fifth literary grade, in the government day high schools in the General Directorate of Education of Dhi Qar Governorate/ Department of Education of al-Nasiriyah.

2- **Objective limits:** The topics of the Arabic language book (Part I) to Teach 5th Grade Literature Students This School Year (2022-2023) .

3- **Time limits:** The academic year (2022-2023), the first semester.

Fourth: Definition of terms

1- Effectiveness

- **Idiomatically:** (Ali, 2011) defined it as: It means achieving the his desired outcome based on pre-determined criteria, or the ability to achieve the goal and maximize the desired outcome (Ali, 2011: 39)
- **Theoretically:** The researcher knows that the effectiveness is theoretically: it is: the extent to which the desired goals are achieved in the best possible way, and the ability to influence the learners, and this is evidenced by the matching of the outputs of the system with the objectives .
- **Procedurally:** The two researchers define the procedural effectiveness: the ability and success of the achievement profile (Portfolio) in the events of a positive impact about 5th grade achievement literary student (the experimental group of the research sample) in their Arabic language subject.

2- Achievement profile :

- **Idiomatically:** (Salman, 2011) defined it as: A container that includes the various forms of outputs that the student has achieved over a long period of time, which sheds light on the amount of growth and improvement he achieved during this period (Salman, 2011: 11).
- The two researchers know the achievement profile theoretically: an outcome with goals that contain documentation and compilation of the student's work and skills, and his ideas in a subject and represent his efforts and activities that he accomplished.
- The two researchers define the file of achievement procedurally : The works and activities produced by students during a full academic year, showcasing at the end of the year the extent of their growth and academic progress, their educational career, and the achievements they produced during this year .

3- Alternate Assessment :

- **Idiomatically:** Al-Zubaidi (2011) defined it as: It is a type of assessment that requires the learner to form specific responses or products that are evidence of acquiring desired skills and knowledge (Al-Zubaidi, 2011: 7).
- The two researchers define alternative assessment theoretically: It is evaluative activities carried out by the Arabic language teacher that do not rely on oral and written tests only, and that it puts the learner in real and realistic situations by relying on, self-assessment, peer assessment , achievement profile (Portfolio), observation assessment , oral tests, written tests, and concept maps; In order to measure students' achievement in his natural skill and performance context.

4- Achievement:

- **Idiomatically:** Allam (2006) defined it as: "The degree of achievement achieved by (the student) or the level of success achieved or reached in a particular subject or educational or training field" (Allam, 2006: 305).

- The researchers define achievement theoretically: what the learner gets as a result of passing a specific learning, and can be measured through an achievement test aimed at identifying the success of the method used in learning.
 - The two researchers define procedural achievement: the amount of what the student receives from the assessment through what is included in the achievement profile of samples of the student's writings, worksheets and reports, self-assessment sheets, and achievement and oral test scores in the Arabic language subject assigned to the fifth literary grade.
- 5- The fifth literary grade: It is the second grade of the three preparatory school grades, and it comes after the intermediate stage, and the study period is three years, and the specialization is scientific and literary. (Ministry of Education, 2012: 18)

Chapter II

Background of the study : The researchers divided the background of the study into two axes also according to the variables of the study, namely:

First: Achievement profile (Portfolio):

To talk about the achievement profile must be preceded by a detail about the alternative assessment , which is the achievement profile one of its tools .

Alternative assessment : The concept of alternative assessment is one of the broad concepts that include several types of assessment methods that require the learner to perform meaningful performance tasks, and are similar to learning activities and not traditional tests (objective, essay) (Al-Hamidi, 2016: 64). It is worth mentioning that the concept of alternative assessment has evolved due to the emergence of modern educational theories, and based on its view of the curriculum and the teaching and learning process in general, the evaluation process in particular, and role it is expected to play in the field of the curriculum as well as the technical progress in the field of measurement tools on which the assessment is based (Atiyah, 2013: 33).

The researcher believes that what led to the emergence of the alternative assessment is the defects that accompanied the traditional assessment that relied on the tests .

An alternative assessment is one that integrates learners into meaningful tasks and appears as learning activities felt by the learner , so that it includes higher thinking skills, consistency and coherence between knowledge and information , and conveys to the learner the meaning of doing his work well so that it includes the criteria in which it is judged, and thus the assessment is determined by a level and criteria rather than being based on standardized assessment tools (Jaber, 2002: 77).

It was mentioned that it is the assessment that makes the learner immersed in various tasks, activities and assignments that are meaningful and close to his tasks and responsibilities in the real world that he will face during his studies or after graduation, as it includes interactive processes between the learner and his teacher with the availability of appropriate feedback (Samaan, 2006: 603).

Reasons for the alternate assessment :

- 1- Limiting the test to the minimum competencies, which are limited to paper and pen, had negative effects on learners' lack of higher mental skills.
- 2- Traditional tests do not accurately reflect new educational goals. Excessive use of these tests has led to more serious results because these results are used to make multiple decisions that affect the achievement of learners, their attitudes, their future and the performance of schools, but in the entire school system.
- 3- Business owners fear that educated people lack the competencies to compete in an accelerating global economy. (Allam, 2008: 15)

Portfolio as a tool for alternate assessment

The achievement profile represents one of the alternative assessment tools that reappeared on the educational scene in the last quarter of the twentieth century, as it is one of the most important concepts that have caused controversy and confusion for those working in the educational field, because many of those who use it did not differentiate between it and the student portfolios. Recently, there has been a lot of talk about the achievement profile as a tool for the alternative assessment, and in this regard, Zeitoun(2007) referred to the different names and titles of the achievement profile, including naming it the English name (Portfolio), documentary sheets, performance records, portfolio of works, assessment bag, or assessment with the educational bag (Al-Zubaidi, 2011: 53).

The Significance of the Achievement profile

Nassar(2017) indicates that the achievement profile is one of the most important products of the twentieth century in the educational arena, and what the teacher earns from behind this file is the assessment of his students in alternative ways to the tests of the paper and the pen. This file allows the teacher to evaluate himself and then increases his creativity and thinking, and carries many educational benefits. Rabat (2012) confirms that the tests of the paper and pen are not the only tool for assessment and gives a greater opportunity for communication and understanding between the parent and the school administration. It defines the performance of his son and measures the performance of the student based on a comparison of his performance with his previous performance and not the performance of the students, so that they are less dependent on what the teachers put in their work. It helps to integrate both education and assessment, as the process of building the business file and collecting its vocabulary carries with it the recruitment of students for self-assessment, problem solving, critical thinking, and independent thinking (Haj Omar, 2011: 34).

The contents of the achievement profile (Portfolio):

By informing the researchers about several studies, including a study (Nassar, 2017), a study of Jayousi (2020), a study of Al-Otaibi (2017), Al-Taher(2012), and a study of Al-Huwaiz (2020), the researcher adopted the contents of the achievement profile Figure (1), on the basis of which students are evaluated.

Achievement profile Contents								
Student Curriculum Vitae	Samples of student writings	Clerical and linguistic activities	Lists of references and websites	Worksheets and Student Reports	Special documents and self-assessment sheets	Test scores Achievement and Oral	Troubleshooting and Language Tasks	Research and PowerPoint Lessons

Figure (1) shows the contents of the achievement profile

First: The student's curriculum vitae: It includes the name of the student, the grade, the student's goal of the file, the student's hobbies and skills, and personalities that the student likes to share in the file, and the best books and magazines that the student read that are concerned with the language and information about the Arabic language and its scholars.

Second: Samples of students' writings: It includes what the student wrote and what he documented of information, data, articles and language leaflets related to the Arabic language, including the student's letter to the school, and the school's letter to the student .

Third: Working sheets and reports: These include working papers on the steps of solving language problems, and working papers on the difficulties faced by students when studying the Arabic language, and when preparing computerized lessons.

Fourth: Special documents and self-assessment sheets: They included documents for students, such as certificates of appreciation and thanks, student identification papers, study schedules, collaborative work groups, students' views on the project of the achievement profile , and self-assessment cards on the subject of the Arabic language.

Fifth: Achievement and Oral Test Scores: Includes monthly, quarterly, half-year, annual, year-end, and oral test scores, represented by the linguistic information and axioms contained in the Arabic language curriculum.

Accomplishment Profile Assessment Criteria

Each beginning has an end and it was the beginning when the students kept their quarterly achievements within their own files, and each assessment file includes the grade that the student deserves, which highlights his creativity and innovation according to his achievements in the light of the contents of his file , where the student's achievement profile includes various tasks and products.

To evaluate the student's achievement profile must be a set of criteria and tests on the basis of which the quality of each student's file is judged or not. Whatever the type of file and its purpose, it must be evaluated. The achievement profile documents learning over time, making it a tool for assessment , as it achieves the principle of integration between measurement tools and adopts the principle of cumulative assessment (Al-Khuraiji, 2010: 300).

Through the researcher's review of the educational literature, he found several measures used to judge the achievement profile , from which he tested the grading scale (Kojak, 2012: 114) as it was used in evaluating the achievement profile s of students .

The second axis: Previous studies:

Chen study (2006): This study aimed to verify the effectiveness of using the achievement profile in the English language in the middle school in Taiwan. The semi-experimental curriculum was used on a sample of two divisions of the seventh grade stage containing (69)

students. The application of the achievement profile adopted several elements: cognitive learning, social communication, metacognitive skills, language skills (listening, conversation, reading, writing), self-assessment of the pupil, peer assessment, and the formulation of assessments by the teacher. The results showed that 73% of students confirmed that teachers using the achievement profile in the assessment became more interactive with their students, more clear about the objectives of the subject, and that students prefer to be evaluated using the achievement profile as a good tool for measuring learning experiences. The study also showed that female pupils had a higher rate of assessment than males using the achievement profile. As for the results and opinions of teachers on the use of the achievement profile, the study revealed that teachers believe that they benefited from enhancing confidence in their students in learning English when integrating the achievement profile of the subject with elements based on teaching English, according to the theory of multiple IQs, critical thinking skills, and cooperative learning.

Kilbane, Milman (2017) :

This study aimed to know the relationship between the impact of the use of the digital achievement profile as an assessment tool in secondary schools on the attitudes of teachers in terms of their teaching and student learning in America. The study sample consisted of (20) schools and in cooperation with (29) female teachers in secondary schools. In this study, the descriptive approach and questionnaire were used as a tool for the study. The study showed that the use of the achievement profile develops the teacher's technical skill and makes the teacher reconsider his method of presenting the material. The achievement profile gives the teacher a comprehensive idea of his students' learning and learning reflective processes and the importance of using the achievement profile as an alternative and modern assessment tool.

Izci, Caliskan (2017) :

This study aimed to identify the relationship between teachers' attitudes and the extent of their use of alternative assessment tools in schools in Turkey. The study sample consisted of 89 teachers in schools. This study used the descriptive approach and the questionnaire as a tool for the study. The results of the study showed that teachers prefer to use alternative assessment tools, but there are some factors that prevent them from using these tools, which are the prevailing culture and lack of experience in these tools.

Third Chapter:

Methodology and procedures of the study

First : Experimental Design

The researchers chose the design of the equal group with pre-dimensional adjustment, which is one of the experimental designs that rely on pre and post measurement on the two research groups (experimental and control) as shown in Figure (2).

No.	Group	The independent variable	The dependent variable	A pre-test	A post-training test
1	Experimental group	Achievement profile method	Achievement in Arabic language subject	Experimental	Experimental
2	Control group	Routine method		regulator	regulator

Figure (2) Experimental design of research

Second: The research community

The research community consists of literary fifth grade students in public secondary and day secondary schools only, within the scope of Dhi Qar Governorate for the academic year (2021-2022), except for distinguished schools

Among the departments of the Directorate of Education of Dhi Qar, the researcher(Nasiriyah Education Department) was chosen in a deliberate way; the researcher was from a resident (Nasiriyah District). After his visit to the Department of Educational Planning in the Directorate of Education of Dhi Qar/Statistics Division, he found that the Department of Education of Nasiriyah contains (18) secondary and preparatory schools that include the fifth literary grade, as their number reached (723) students.

Third: Research Sample

The Directorate of Education of Nasiriyah includes a number of preparatory and secondary schools, and by random appointment (lottery), the researcher chose (Ammar bin Yasser Preparatory for Boys).

The researcher visited the selected school with a task facilitation letter Published by the Dhi Qar Directorate General of Education, the school was found to include two divisions in the fifth grade of literature for the current school year (2021-2021), representative of the study sample, and included (68) students in the fifth grade of literature , and randomly selected two research groups (experimental group and control group), Division(A) represents the experimental group, and the number reaches (34) students, Division(B))the control group reached (34) students. As shown in table 1

Table (1)

Group	Branch	Number of students
First Experimental Group	A	34
Control group	b	34
Total		68

Fifth: Equivalence of Study Groups

The researcher decided to verify the achievement of equivalence in the variables that can affect the dependent variables, and Before starting the experiment, some variables were adjusted by statistical equivalence, which may have an effect on the dependent variable and thus on the results of the experiment, ie: three groups of students calculated in months, the scores of the Arabic language subject for the first course (2021-2021) For the students of the two study groups, the scores of the Mental Ability Test (IQ) and by performing the T-test on two independent samples, it was found that there was no statistically significant difference between the two The degrees of freedom (66) and significance level (0.05) for groups in these variables are shown in Table (2).

Table (2) T-test results for experiment and control groups in equivalence

Variables	Experimental group		Control group		The value oft-test		Significance
	Arithmetic mean	Standard Deviation	Arithmetic mean	Standard Deviation	Counted Value	Tabular Value	
Age	211.68	14.223	216.79	16.933	1.349	2.000	(Nonsignificant)
Previous Achievement	59.06	8.083	61.47	8.210	1.221		(Nonsignificant)
IQ .	10.71	3.335	11.26	3.038	722		(Nonsignificant)

Study tools

In order to achieve the research objectives and test their hypotheses, the researchers prepared the research tool, namely the Arabic grades of the fifth-grade literature grade that was tested scheduled to be held in the first semester. The steps to prepare the tool are explained below:

A) Setup Achievement Test

Since the current research requires the preparation of a test to measure the achievement of fifth grade students in the Arabic language, the researchers built an achievement test, after reviewing the theoretical literature and previous studies, after consulting a group of experts and arbitrators, and reviewing the theoretical literature and previous relevant studies. Based on this, the researcher prepared an objective test in the light of the material that was identified, and this test passed through the stages of preparation a set of steps, as follows :

1- Purpose of the test

The test in this research aims to measure the effectiveness of the independent variable achievement profile (Portfolio) in the dependent variable (language ability development) for fifth grade literary students.

2- Determination of the scientific material

The researchers identified the scientific material that they will study for the two research groups, according to the vocabulary of the first semester of the book "The Arabic Language" scheduled for the fifth literary grade in the academic year (2022-2032).

3- Testing Levels

The researcher adopted the three cognitive levels of Marshall and HeLa (remember, understand, apply); and the percentage of each level .

4- Drafting test items

The researcher drafted the test items , which consisted of(30) items of the MCQ type, distributed over(24) topics for each topic, one paragraph, except (he and her sisters, and her sisters, epithet, kindness, allowance, and emphasis) for each topic two items , and Table (3) shows .

Table (3) Achievement Test Specification Tabl

No.	Topics	Levels of knowledge and items belonging to each level			Total Items of each level
		Remember27%	Understand27%	Application 46%	
1	Grammar debutante and complementary	*	1	*	1
2	Kahn verb group	*	*	2	2
3	And her sisters.	*	*	2	2
4	Acts of Approach	*	*	2	2
5	Adjective	*	*	2	2
6	Sympathy	*	*	2	2
7	Allowance	*	*	2	2
8	Al-Tawkeed	*	*	2	2
9	Literature in the Umayyad Era	1	*	*	1
10	Farzadeq	1	*	*	1
11	Layla Akhila	*	1	*	1
12	Jamil Buthaina	*	1	*	1
13	Prose in the Umayyad era	1	*	*	1
14	Abdul Hamid Al - Kateb	1	*	*	1
15	Literature in the Abbasid Era	*	1	*	1
16	Bashar bin Barad	1	*	*	1
17	Al-Abbas ibn al-Ahnaf	1	*	*	1
18	Abu Al-Ala' Al-Ma'ri	1	*	*	1
19	Sharif Al - Radhi	1	*	*	1
20	Perforation	*	1	*	1
21	good reasoning	*	1	*	1
22	Frequency	*	1	*	1
23	Quotation	*	1	*	1
Total Test Items					30

5- Drafting Test instructions

A)Answer Instructions

The researcher has developed special instructions for students on how to answer the test items for the purpose of avoiding mistakes that lead to the loss of correct answer scores, and the

researcher has prepared for each version of the test an answer sheet, to which students are asked to write their answer, and provided an illustration for students at the beginning of the test.

B)Correction Instructions

The researcher has set criteria for correcting the language ability test, which are as follows :

- 1- TO STUDENTS (1) Test the score for each correct answer for each paragraph.
- 2- The student gets points (zero points) for wrong answers, passages he left behind, or passages that contain more than one answer
- 3 -ENTER YOUR TEXT HERE...3-3 tests (30) total points for each correct paragraph just for test (1) points

.test validity

B)Face validity

The researcher reached this kind of validity by presenting the 30 items of the test to a group of experts and specialists in the methods of teaching the Arabic language, measurement and assessment . According to the opinions of the arbitrators, the two researchers adopted a percentage of (80%) to accept the paragraph, thus enabling the researcher to verify the apparent validity of the test items and its validity.

B)Authenticity of content

The researcher proves this by preparing a specification table to ensure that the items represent the content of the study material, taking into account the three levels of knowledge (remember, understand, apply), the percentage of each level, and the topics to be measured, and presenting the test map with the test to experts and arbitrators, thus enabling him to verify the validity of the content of the test items .

6- Application of the test to a reconnaissance sample

To determine the clarity and validity of the test items , and the time taken to answer it, the test was applied to a survey sample on (Thursday) corresponding to (20/12/2022), which consisted of(40) students from the fifth literary grade in the preparatory (Mukhtar for Boys) of the General Directorate of Dhi Qar Education/Nasiriyah Department.

7- Statistical analysis of test items

- 1- Estimate the degree of difficulty and ease of the test items .
- 2- Estimate the discriminatory score of the test items , in the sense of testing the ability of the discriminatory paragraph between the strong student and the weak student.
- 3- Estimating the effectiveness of erroneous alternatives to test items.

8- Test Reliability

The researcher used the method of half-partitioning; In order to verify the reliability of the language ability test, the researcher randomly selected (30) students from the sample to measure the reliability of the test, and divided the test items into two equal parts, the first part consists of the even items , and the second part consists of the individual items , and used the correlation coefficient (Pearson); To calculate the correlation coefficient between the two sections (individual and even) , which amounted to (0.80) , and since the calculation of

reliability by the method of half-partition does not measure the overall homogeneity of the test; because it divides the scores into two parts, which is a reliability coefficient for half of the test, it was corrected using the Spearman-Brown equation, The reliability coefficient (0.85) was a very high and good reliability coefficient for unregulated tests, and thus the test was considered valid and ready for final application (Alam, 2006: 434).

9- Steps to carry out the experiment

Phase 1: Selection of the study sample (68) students.

The second stage: the tribal application of the study tool to test language ability.

Phase three:

A)Using the Portfolio of Achievement (Portfolio) in the teaching process.

B)Using the Portfolio file in the assessment process.

Phase IV: Post-application of the study tool Language ability test.

Stage 5: Analyzing data and writing and interpreting results .

Chapter Four

Presentation and interpretation of results

First: Presenting and discussing the results:

The two researchers will present the results of their research according to the objectives and hypotheses of the research, so the presentation came as follows:

The first zero hypothesis: There is no statistically significant difference at the level of significance (0.05) between the average scores of the students of the experimental group, and the average scores of the control group in the achievement test for the Arabic language due to the employment of the achievement profile (Portfolio) .

As a result of verifying the validity of the first hypothesis and after statistically treating the data, the results showed that the average scores of the experimental group that was employed in teaching the achievement profile (Portfolio) amounted to (19.61), with a standard deviation of (4.22), while the average scores of the control group that studied the same subject using the usual method (12.38), with a standard deviation of (2.49), and when using the T-test for two independent samples (T-test); To identify the significance of the statistical difference between the two groups, it appeared that there was a statistically significant difference at the level of significance (0.05), and with a degree of freedom (66), as the calculated T-value of (8.601) was greater than the table value of (1.997), and this means that there are statistically significant differences between the two research groups (the experimental control) and the experimental group and in favor of the group who were employed the achievement profile (Purulio) in their teaching table (4). The result shows:

Table (4) T-test results of two independent samples in the achievement test of students in the experimental group and the control group for the Arabic language

Group	Sample size	Arithmetic Mean	Variance	Standard Deviation	Degree of freedom	T value		Level of Significance
						Calculated	tabular	
Experimental group	34	19.61	17.81	4.22	66	8.601	1.997	significant
Control group	34	12.38	6.20	2.49				

The Second Hypothesis: The mean scores of students in the experimental group are not statistically significantly different at the significance level (0.05), they used the achievement profile as an assessment tool in the pre- and post-achievement test.

The researchers used the T-test for two related samples to identify the significance of the statistical difference between the two tests for the experimental group. It was found that the average scores of students in the pre-application in the achievement test amounted to (11.68), with a standard deviation of (6.81), while their average scores in the post-application amounted to (19.61) and a standard deviation of (4.22), and the calculated T-value amounted to (8.55), which is greater than the scheduled T-value of (2.035), at a level of significance (0.05), and a degree of freedom (34). This means that there are statistically significant differences between the two applications (pre- and post) in the achievement test and in favor of the post-test in the experimental group, and Table (5) shows that :

Table (5) The results of the T-test for two interrelated samples of the students' grades of the experimental group in the pre- and post-testing of achievement

Group	Sample size	Arithmetic Mean	Variance	Standard Deviation	Degree of freedom	T value		Level of Significance
						Calculated	tabular	
Post-assessment	34	19.61	17.81	4.22	33	8.55.	2.035	Function in favor of dimensional
Post-assessment		11.68	6.81	2.61				

Third Hypothesis: At the significance level (0.05), there is no statistically significant difference in the mean scores of the students in the control group, and they did not use the achievement profile as an assessment tool in the pre and post achievement test.

The researchers used the A T-test was performed on two correlated samples to determine the statistical significance of the difference between the two tests for the control group. It was found that the average score of the pre-applicant students on the achievement test was (11.08), with a standard deviation of (3.27), while their average scores in the post-application amounted to (12.38) and a standard deviation of (2.49), and the calculated T-value amounted to (1.54), which is smaller than the scheduled T-value of (2.035), at Significance level (0.05) and degrees of freedom (34), in the sense that there is no statistically significant difference between before and after application in the control group, and the table (6) Performance that

Table (6) The results of the T-test for two interrelated samples of the scores of the control group students in the pre- and post-acquisition test applications

Group	Sample size	Arithmetic Mean	Variance	Standard Deviation	Degree of freedom	T value		Level of Significance
						Calculated	tabular	
Post-assessment	34	12.38	6.20	2.49	33	1.54	2.035	(Nonsignificant)
Pre-assessment		11.08	10.69	3.27				

The fourth hypothesis: There is no effectiveness to employ the achievement profile as a tool for alternative assessment in the achievement of fifth grade literary students in the Arabic language.

When using the ETA equation to find out the size of the effect, it turns out that the value of (η^2) has reached (0.528), and this means that the size of the effect is large, which indicates that the independent variable of the achievement profile (Portfolio) has an impact on the dependent variable (achievement in the Arabic language subject), and a large degree of effectiveness, and Table (7) shows this.

Table (7) The size of the impact of the achievement profile (Portfolio) in the achievement of Arabic language material

The dependent variable	ETA value	The value of the ETA square	Scaling up through
Achievement in Arabic language subject	0.727	0.528	large

Second : Interpreting the results : The researchers interpret the results of the hypotheses as follows:

The researchers explain the results of the research by the ability of alternative assessment tools, including the achievement profile (Portfolio) to make changes in learning patterns, which led to an increase in the level of achievement among fifth grade literary students in the Arabic language, which confirms the effectiveness of the achievement profile as one of the alternative assessment tools in achievement, and is consistent with the study (Nassar, 2017), the study (Absi, 2009), the study (Mahmoud and Bakheet, 2006) and the study (El Orabi, 2004), and the study (Montecucco, 2011), but it differs with these studies in dependent variables.

Third: Conclusions: The two researchers reached the following conclusions:

- 1- Detection of the literary achievement of fifth grade students in the Arabic language as a result of the use of the achievement profile (Portfolio).
- 2- The employment of the Portfolio of Achievement (Portfolio) will be effective in achieving, and thus be the largest countries for the learner who is the focus of the educational process.

Fourth: Recommendations:

The researchers recommend the following:

Include alternative assessment tools, including the Portfolio of Achievement (Portfolio) in the programs of preparing and qualifying Arabic language teachers in the faculties of education

Fifth: Proposals: To complement this study, the researcher suggests that the benefit of employing the achievement profile (Portfolio) in conducting a number of studies:

- 1– Conducting studies similar to the current study in the subject of Arabic language for the intermediate stage.
- 2– Conducting a study to identify the effectiveness of employing the achievement profile (Portfolio) with other types of variables, such as the trend towards Arabic language subject, retention, or tendency.
- 3– Conducting a study to identify the effectiveness of employing the achievement profile (Portfolio) in other variables of thinking such as: (deductive thinking, critical thinking, and divergent thinking).

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