

**Alternative Assessment in Public Schools in Hebron from the Point of View of the Principals and Supervisors: "The Reality and the Hope"**

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**Abstract**

The aim of this study is to identify alternative assessment in public schools in Hebron governorate from the point of view of principals and educational supervisors: the reality and the hope .For the first semester of the academic year (2019/2018), the study population consisted of (640) principals and educational supervisors. The sample was a class of (344) individuals.The researcher used questionnaire, consisting of (43) paragraphs divided into five areas. The validity and reliability of the tool were verified by appropriate educational and statistical methods.

The results of the study have showed that the estimates of the principals and supervisors of the alternative evaluation in schools in Hebron governorate were "intermediate" for all areas of the study tool: (performance based assessment, observation, communication, self-assessment, paper and pen) .It is also found that the highest indicators are the degree of the reality of the evaluation by paper and pen, the least of which is the school environment, but all of them are medium .In the hope, the results indicate that the estimates of the principals and educational supervisors are very high for all areas of the study tool: (performance-based assessment, observation, communication, self-assessment and paper and pencil assessments) .It is also found that the highest indicator is the paper and pen as a degree of the reality of evaluation, but the least of which is the field of evaluation of self-revision, and all of them are large

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The results of the study have showed differences between the estimates of the sample members of the study in the reality of the alternative evaluation due to the variable of the Directorate, which is in favor of Hebron Directorate, to the Job Title for school principals and to sex variable for females.The results have not shown differences in the estimates of the sample members of this study for the alternative evaluation, which is attributed to the variable of the scientific qualification.In the hope, there are differences attributed to the variables of the Directorate in favor of the Directorate of Hebron, and the Job Title for the Principals, while there were no differences in the estimates that are related to gender and the scientific qualification variables.In light of these results, the study recommends the need to hold specialized training courses on how to employ alternative assessment in all subjects and for all levels of education; in addition to include alternative assessment strategies in university courses and to prepare Teachers' Books to use alternative assessment appropriately for the course and educational material.