

A Proposed Scenario for Teachers with Learning Disabilities to Use the Assessment Practices Emanating from Realistic Assessment Strategies to Assess Students with Learning Disabilities in Najran

Suhib Saleam¹ , Yahya Bani Abduh²

1. Department of special education, Faculty of education, Najran University, Kingdom of Saudi Arabia, sssalim@nu.edu.sa

2. Department of psychology, Faculty of education, Najran University, Kingdom of Saudi Arabia, *Corresponding Author: dryahya_2008@yahoo.com

Received: 10-May-2023

Revised: 18-June-2023

Accepted: 10-July-2023

Abstract

Objectives: This study aimed to identify the degree to which teachers with learning disabilities use assessment practices emanating from realistic assessment strategies to assess the learning of students with learning disabilities in Najran region. It also tried to develop a proposed scenario for teachers with learning disabilities to use those practices.

Methods: In order to achieve the objectives of the study, a scale of assessment practices was built according to realistic assessment strategies. The scale consisted of (28) practices distributed over (3) basic dimensions. The scale was applied to (48) teachers with learning disabilities, at a rate of (81.3%) of the study population.

Results: The results of the study revealed that the degree of teachers with learning disabilities using the assessment practices emanating from realistic assessment strategies to assess the learning of students with learning disabilities in Najran came to a medium degree. The study also reached a scenario of the assessment practices emanating from realistic assessment strategies to assess the learning of students with learning disabilities. The model is based on (18) assessment practices distributed over (3) basic areas.

Conclusions: In light of the study results, the researchers recommended the need to focus on acquiring teachers with learning disabilities alternative assessment methods through training and rehabilitation. There is also a need to activate learning resource rooms in schools. In addition, educational seminars for teachers of learning disabilities by experts and specialists are necessary for the field of measurement and assessment and experts from specializations of learning disabilities.

Keywords: alternative assessment, learning disabilities teachers, disabilities methods

1. Introduction

Assessment is considered an essential element of the educational process, for its effective role in diagnosing students' learning process, identifying their weaknesses, and addressing them, to contribute to continuous improvement in their learning process. The assessment of student learning also aims to improve the teaching practices of teachers by choosing teaching methods and strategies appropriate to the educational stage and the nature of its students. This helps in the proper planning of the teaching process and the achievement of educational goals. In order for teachers to be able to know the extent to which the teaching goals of students have been achieved, it is necessary to acquire theoretical and applied knowledge, contemporary standards, and trends in the selection and application of measurement and assessment tools and their practices. The accuracy of judgments, estimates, and student ratings given by teachers to their students depends mainly on the nature of the selection and application of measurement and assessment tools. Whenever the measurement tools used are appropriate to the nature of learning and accurate in their application and use, this leads to the issuance of correct judgments and decisions to determine the levels of students (Zakry & Bani Abdo, 2014). Also, teachers often use achievement

tests as an end to assessment and not as a means to it. Examinations aim to know the learners' outcome of knowledge and experience, and many decisions are based on their results, such as passing or failing and classifying students according to their mental abilities. This narrow view of assessment has negative effects on teachers' performance and teaching practices as well as on the quality of students' learning and teaching. This leads to the separation of the assessment process from the learning and teaching process. In addition, relying on traditional methods of assessment represented by paper and pen tests (exams) often negatively affects students' learning. Such tests have negative effects, the most important of which is the anxiety of students about exams, given the imposition of these tests on determining the fate of students based on their results in the test without taking into account their capabilities and mental abilities (Odeh, 2005). Therefore, educators have resorted to the need to move towards a more general and more recent assessment that is more in line with the goals of learning and teaching and takes into account contemporary trends. This shift in the goals and objectives of learning accompanied a shift in assessment practices and methods. The focus appeared on realistic assessment tools and strategies.

The concept of realistic assessment refers to the actual assessment of performance, through which the teacher can judge students' performance and use what they have learned in real or similar situations. It also identifies students' ability to innovate, innovate, research, investigate, and experiment in new situations and provides feedback to teachers on the reality of students' learning in a comprehensive manner (Kabil & Bani Abduh, 2017). As a result of this development in the modern view of the student as the focus of the learning and teaching processes, this was accompanied by a development in the process of measurement and assessment of student learning. Educators are now moving to a large extent towards the use of realistic (alternative) assessment. Achievement exams based on memorizing information are no longer feasible and useful in constructivist theory. Assessment is moving towards reality and assessing students' learning in a performance or practical way or situations similar to real situations through the completion of realistic life tasks. These tasks include multiple types such as projects and reports that require students to show their abilities and skills in research and investigation (Al-Mahasneh & Muhaidat, 2009). Thus, the use of alternative assessment methods entails a shift from a culture of examinations to a culture of assessment, which confirms the complementarity and balance between the assessment and teaching processes (Al Smadi, 2016). The use of realistic assessment tools and strategies was accompanied by modern trends and standards in selecting, applying, correcting, and interpreting their results, and finding out what contradicts assessment ethics. This requires teachers to identify modern standards and trends in the practice and application of modern assessment strategies and tools. The Association of American Teachers Organizations, the National Council for Educational Measurement in the United States of America, and the National Educational Association in the field of educational assessment for students identified seven standards in the field of teacher assessment for their students that focus on choosing appropriate assessment methods for educational decisions. They are also based on building appropriate assessment methods characterized by accuracy and objectivity, and applying, correcting, and interpreting the results of applying the used assessment tools and methods accurately and objectively. In addition, they include the use of assessment results in making decisions to develop and improve the educational process and to develop honest procedures for students' estimates. Furthermore, they contain informing those concerned about the results of the assessment and the progress of the students and knowing the ethics of assessment and the inappropriate uses in the assessment practices (Phye, 1996).

Students with learning disabilities need teaching methods that are in line with the nature of their mental abilities and take into account the individual differences between them and ordinary students. Therefore, assessment methods and strategies must be consistent with the nature of their abilities because learning disabilities are represented in a disturbance of one or more of the basic processes of understanding and using written or spoken language. In spoken language, they appear in the form of speech, listening, reading, writing, and arithmetic disorders and are not due to any hearing, visual, mental, or other disability (Ministry of Education, 2015). Murad (2007) also indicated that learning disabilities are represented in reading difficulties, such as distraction and poor concentration. These difficulties affect the student's ability to read comprehension, poor memory, weakness in oral reading, a decrease in the rate of reading speed, and difficulty in spelling. Writing difficulties are represented by the inability to synergize the movement of the fingers in writing letters and words. Problems appear in the form

of difficulties in connecting letters and words, inconsistent writing, inconsistent spaces, crowding and overlapping of words with each other, and poor handwriting. and reverse writing of letters and words. The difficulties of mathematics are also represented by the inability to distinguish between numbers and symbols, the inability to deal with numbers and extract their value, and the inability to understand mathematical facts and reach the correct solution (Awwad & Al-Sartawy, 2011). Teachers with learning disabilities are those in charge of providing support services to students with learning disabilities in the light of diagnosing what they suffer from difficulties in one of the basic skills for their learning and providing educational strategies that are suitable for students with learning disabilities (Al-Harbi, 2023). Therefore, Al-Rabeen (2018) identified five methods for alternative assessment of students with learning disabilities. They are the performance assessment method, the achievement files assessment method, the overtime assessment method, and the observational assessment method. Aba Hussein (2021) indicated that one of the most important challenges facing teachers with learning disabilities is that the assessment tools reflect what students are expected to acquire in terms of skills and knowledge of the curriculum prescribed for students. However, teachers with learning disabilities rely on informal tests prepared by them and often lack appropriate indications of validity and reliability. The Saudi Ministry of Education (2015) also defined general frameworks for methods of assessing student learning, focusing on methods appropriate to the abilities and needs of students with learning disabilities. They also allow reading aloud the questions for students with reading difficulties, while ensuring understanding of what is required before the student answers. They, in addition, include diversifying their assessment methods either aloud or recording the answer on tape in case of writing difficulties. Assessment should be done individually, away from distractions, in the event of difficulties in paying attention and giving the student additional time during the assessment process. Furthermore, the Ministry mentioned that the assessment of students with learning disabilities is carried out under the direct supervision of teachers with learning disabilities in all subjects taught by the student at all stages of the student learning assessment process. One of the most important conditions for the success of learning for students with learning disabilities is to create a school environment and create an educational climate capable of accommodating students with learning disabilities and using appropriate teaching and assessment strategies. This requires the presence of teachers who have specific skills in the field of teaching and assessing student learning. Also, they know the behavioral characteristics of students with learning disabilities and the ability to identify difficulties and contribute to preparing treatment plans and programs for them to enable them to overcome these difficulties (Rakza, 2015).

The purpose of this research was to provide a recommended scenario for instructors with learning disabilities to apply assessment methods derived from realistic assessment techniques to evaluate the learning disabilities students' learning in accordance with the American assessment standards NCME, AFT, and NEA. Most measurement and assessment research has focused on the significance of employing realistic assessment methods and tools; however, this study focuses on defining standards and norms for realistic assessment techniques and tools to fit children with learning difficulties. Kabil and Bani Abdo (2017) showed that most teachers' practices for estimating students' achievement depend on tests. Also, teachers vary greatly in their understanding of the purposes of classroom assessment and students' grades. The results of the study showed that teachers' practices for estimating students' grades are not consistent with practical applications for estimating grades as seen by experts in educational measurement and assessment. Goegan and Harrison (2017) also carried out a study to determine the influence of certain different assessment techniques on the writing performance of students with learning disabilities as well as the impact of time extension on the writing performance of learning disabilities students. The results showed that the students improved their writing fluency after they were given another chance and extra time.

2. Review of literature

Al-Rubaian (2018) carried out a study to determine instructors' understanding of alternative assessment techniques for learning disabilities students based on three variables: qualifications, experiences, and access to training courses. The results showed that the most aware of the alternative assessment methods by the participants, respectively, were the performance assessment, the overtime assessment method, the observation assessment

method, and the achievement files assessment method. The results also showed differences in favor of female teachers and training courses. Also, there were no differences due to the variable of experience. Al-Mubarak (2020) identified the knowledge of teachers of students who have learning disabilities by measuring based on the curriculum. The results of the study showed a clear decrease in the extent of knowledge of teachers of students who have learning disabilities in the measurement based on the curriculum. Al-Munif and Al-Hussein (2021) investigated the significance and usefulness of a set of criteria for assessing children with learning difficulties from the perspective of their teachers. The findings revealed that the method of assessing kids with learning difficulties was extremely important and successful. There were disparities in favor of female professors due to the gender variable. However, no variations were found owing to the experience variable. In Kuwait, Al-Kandari (2017) investigated the Impact of Formative Assessment Methods on the Performance of Learning Disabilities Students in the Primary Stage. The influence of formative evaluation on academic success resulted in differences favoring the experimental group. Al-Harbi (2023) investigated teachers' attitudes, who teach learning disabilities students regarding evaluation procedures employed in Jeddah elementary schools. The study's findings revealed that instructors with learning difficulties had positive opinions regarding evaluation procedures. Furthermore, there were no gender differences in the views of instructors with learning difficulties toward the evaluation procedures utilized. Bader (2010) identified the nature of teachers' corrective practices in assessing students' learning, where a questionnaire was applied to (2293) teachers. The researcher showed that the most commonly used character in assessing student learning in the classroom calendar is the academic achievement factor based on traditional tests. Johnsson et al. (2009) explored the practices of teachers in their use of the student achievement file to assess the learning of their students. It was shown that the percentage of teachers who use the student achievement file to assess their performance is (50%). The study also showed that teachers with higher experience use teaching practices that support the student's achievement file more than teachers with less experience. Al-Bashir and Barham (2012) assessed the usage of alternative evaluation methodologies by mathematics and Arabic language instructors. The researchers administered a questionnaire with (30) items to a sample of (86) male and female instructors. The study's findings revealed that the pen-and-paper technique is the most commonly employed evaluation strategy in measuring student learning. The study found that teachers used performance-based evaluation procedures to a modest extent. The observation and communication method was used infrequently. The study's findings also revealed statistically significant variations in the use of alternative evaluation procedures among instructors based on experience. Teachers with more experience used alternative (realistic) assessment strategies than male and female teachers with less experience.

Statement of the problem

The study's statement is to determine the extent to which instructors with learning disabilities employ alternative assessment procedures for students with learning disabilities in Najran. The project also aims to create a scenario for instructors of learning disabilities students to employ American assessment methodologies (NCME, AFT, and NEA) for children with learning impairments in Najran. The following research questions compose the study problem:

- 1- What is the degree to which teachers of learning disabilities use assessment practices emanating from realistic assessment strategies to assess the learning of students with learning disabilities?
- 2- What is the proposed scenario for teachers with learning disabilities to use the assessment practices emanating from realistic assessment strategies to assess the learning of students with learning disabilities?

Objectives of the study

The study aims to determine the degree to which teachers with learning disabilities use assessment practices emanating from realistic assessment strategies to assess the learning of students with learning disabilities. It also aims to develop a proposed scenario for teachers with learning disabilities to use the assessment practices emanating from realistic assessment strategies to assess the learning of students with learning disabilities.

Key terms of the study

Assessment practices: These are the assessment standards and methods for student learning that are derived from realistic assessment strategies. They were built through the assessment criteria set by the Federation of American Teachers Organizations (AFT), the National Council for Educational Measurement in the United States of America (NCME), and the National Educational Association (NEA) in the field of educational assessment for students. They define assessment practices for teachers to assess the performance of their students.

Learning disabilities instructors: All teachers who educate kids with learning difficulties in Najran's public and private schools.

3. Methodology

Population and sample of the study

The research population included all male and female instructors who taught kids with learning difficulties in Najran's public and private schools. They had (48) male and female instructors as well as (26) male and female teachers. The study sample included (39) male and female instructors, representing 81.3 percent of the population: (22) male and (17) female teachers.

Tool of the study

The researchers created a questionnaire that assesses how instructors of students with learning disabilities employ assessment methods derived from realistic assessment methodologies to assess the learning of students with learning difficulties. It was then reviewed by (10) faculty members with specialties in special education, learning difficulties, and special education instructors. The final version of the questionnaire had (28) items on a five-point Likert scale. The items were divided into three categories: assessment method awareness (8 items), assessment method diversity (8 things), and assessment method application (12 items).

Validity

The researchers validated the questionnaire's validity by:

A - Face validity (experts): The questionnaire was distributed to 10 faculty members and labor market employers with expertise and specialty. The adoption of these revisions was endorsed by an overwhelming majority of experts (80%).

B - Internal consistency: To validate the consistency, the research instrument was administered to a survey sample of (20) instructors with learning difficulties. The researchers determined Pearson's correlation coefficients between the items and the domain score to which they belonged. The results are shown in Table 1.

Table 1. Pearson correlation coefficients between the use of assessment practices emanating from realistic assessment strategies by teachers of learning disabilities to assess the learning of students with learning disabilities with the total score for the dimension they belong to, (n = 20)

Item	Pearson Correlation	Item	Pearson Correlation	Item	Pearson Correlation	Item	Pearson Correlation
1	.656**	8	.758**	15	.683**	22	.719**
2	.724**	9	.745**	16	.687**	23	.655**
3	.841**	10	.758**	17	.689**	24	.527*
4	.540*	11	.580**	18	.564**	25	.785**
5	.793**	12	.868**	19	.585**	26	.819**
6	.755**	13	.854**	20	.831**	27	.619**
7	.526*	14	.456*	21	.517*	28	.636**

The Pearson correlation coefficients between the items of the learning disabilities teachers' use of the assessment practices emanating from the realistic assessment strategies to assess the learning of students with learning disabilities and the total score of the dimension to which they belong were statistically significant at (0.01) or (0.05), as shown in Table 1. Pearson correlation coefficients varied from (0.526*) to (0.841**).

Reliability

Cronbach's Alpha was used to compute the reliability coefficient. The study tool was administered to a sample of (20) teachers, and the coefficient on the dimensions and total score on the scale of learning disabilities teachers' use of assessment practices derived from realistic assessment strategies to assess the learning of students with learning disabilities was calculated. The findings are shown in Table 2.

Table 2. Cronbach's alpha reliability coefficients for the dimension of learning difficulties teachers' use of assessment techniques derived from realistic assessment methodologies to assess learning difficulties students' learning and overall score

No.	Dimension	No. of Items	Cronbach's Alpha
1	First dimension: awareness of assessment methods	8	0.81
2	Second dimension: diversification in the use of assessment methods	8	0.85
3	Third dimension: application of assessment methods	14	0.89
4	Total	28	0.92

Cronbach's alpha reliability coefficient for the overall score was (0.92), according to Table 2. Across the dimensions, reliability coefficients varied from (0.81-0.89). They are adequate and high-reliability coefficients.

Statistical processing

The statistical program (SPSS) version (23) was used to analyze the study's data and answer its questions. Pearson's correlation coefficient was used to validate consistency, Cronbach alpha to validate the research tool's reliability, and means, standard deviations, and rank to answer the first question: What is the degree to which teachers of learning disabilities use assessment practices emanating from realistic assessment strategies to assess the learning of students with learning disabilities?

The following grading was used to assess the degree of acceptability based on the range equation in Table 3.

Table 3. Standards for interpreting the values of the means according to a five-point Likert scale

Degree	Very low	Low	Medium	High	V. high
Mean	1 - 1. 80	>1. 80 - 2. 60	>2. 60 - 3. 40	>3. 40 - 4.20	>4. 20 - 5. 00

4. Study results

Research question 1: What is the degree to which teachers of learning disabilities use assessment practices emanating from realistic assessment strategies to assess the learning of students with learning disabilities?

The researchers extracted the mean and standard deviation of the research sample's responses to determine the extent to which teachers with learning disabilities used assessment practices derived from realistic assessment strategies to assess the learning of students with learning disabilities in Najran. The findings are shown in Table 4.

Table 5. Descriptive statistics, means, Std. deviations (n=48)

No	Item	rank	Mean	Std. Deviation	level
	The first dimension: awareness of assessment methods	1	3.40	.399	Medium
1	I have knowledge in constructing and applying the achievement test (content analysis, question formulation, specification table)	2	4.21	1.202	V. high
2	I have knowledge of the importance of using diagnostic, formative, and summative assessment	1	4.33	.996	High
3	I have knowledge in designing scales for assessing student performance	6	3.02	.565	Medium
4	I can assign students homework according to their mental abilities	3	3.44	.501	High
5	I can distribute projects to students commensurate with their abilities and tendencies	8	2.87	.841	Medium
6	I have awareness of the overtime assessment method	4	3.25	.601	Medium
7	I have awareness of assessment methods for achievement files	5	3.10	.751	Medium
8	I have the theoretical and practical experience of the skill of preparing and applying observational methods	7	2.98	.812	Medium
	The second field: diversification in the use of assessment methods	2	3.39	.423	Medium
9	I use paper and pen tests in the student assessment process	1	3.92	.404	Medium
10	I use oral tests in the process of assessing students	3	3.52	.875	High
11	I use the student achievement file (portfolio) in the student assessment process	5	3.40	.574	Medium
12	I give students feedback on their assignments and work	4	3.50	.875	High
13	I use rubrics to assess student learning	8	2.88	.789	Medium
14	I use observation in the student assessment process	6	3.19	.641	Medium
15	I use the overtime assessment method	7	3.06	.727	Medium
16	I use assignments, homework, and projects that are commensurate with the abilities of students with learning disabilities	2	3.62	.789	High
	The third field: the application of assessment methods	3	3.24	.332	Medium
17	I give students with learning ample time to prepare for the test	3	3.46	.504	High
18	I give students with learning disabilities appropriate time to answer the test questions	1	3.71	.713	High
19	I write for students with learning disabilities test instructions on the question paper (read and written).	2	3.65	.887	High
20	I interpret questions for students with learning disabilities and listen to their inquiries	5	3.29	.617	Medium
21	I provide individuals with learning difficulties enough time to finish the test.	8	3.15	.772	Medium
22	Students with learning difficulties are allowed to roam about throughout the test.	11	3.02	.838	Medium
23	If kids with learning problems have difficulty writing, I enable them to answer questions verbally.	6	3.28	.544	Medium
24	If kids with intellectual disabilities have reading issues, I read the questions aloud to them.	9	3.06	.755	Medium
25	Students with learning difficulties are assigned to exhibit their work in the classroom.	4	3.44	.580	High

26	I create classroom activities that are appropriate for the levels of kids with learning impairments, based on the nature of those difficulties.	10	3.04	.743	Medium
27	I benefit from the results of the diagnostic assessment in identifying the skills that need improvement	12	2.88	.789	Medium
28	I benefit from test analysis in the development of teaching methods and methods	7	3.19	.641	Medium
	Total		3.32	.337	Medium

Table 4 shows that the total score for the degree of teachers with learning disabilities using assessment practices derived from realistic assessment strategies to assess the learning of students with learning disabilities came with a "medium" degree, a mean of (3.32), and a standard deviation of (0.337). The first dimension, assessment method awareness, was placed highest (3.40) with a standard deviation of (0.399) and a medium degree. The averages for evaluation method awareness varied from (2.87 to 4.33). With a mean of (3.39), a standard deviation of (0.423), and a medium degree, the second dimension, variety in the use of evaluation techniques, came in second. The items' means varied from (2.88 to 3.92). The third dimension, assessment method application, came in last with a mean of (3.24), a standard deviation of (0.332), and a medium degree. The items' means varied from (2.88 to 3.71).

In general, the results showed a low level of use by teachers of learning disabilities for the assessment practices emanating from realistic assessment strategies to assess the learning of students with learning disabilities, whether in terms of awareness of alternative assessment methods, diversification in the use of alternative assessment methods, or the application of alternative assessment methods. The results also showed that teachers used some traditional methods and practices in the field of awareness, such as having knowledge of the importance of using diagnostic, formative, and summative assessments, and having knowledge in building and applying the achievement test (content analysis, question formulation, table of specifications). As for the diversification of assessment methods, paper and pen tests were used in the process of assessing students, and oral tests were used in the process of assessing students. As for the application of assessment methods, giving students with learning disabilities a suitable time to answer test questions and write test instructions came in high degrees. On the contrary, the practices related to other methods of assessment came in moderate degrees. This indicates a low awareness of learning disabilities teachers in general, both in theoretical and practical knowledge of alternative assessment methods. This result proves that teachers still rely on traditional tests and focus on a specific tool represented in the paper and pen test to assess the learning of their students. They do not pay much attention to other assessment tools and methods, such as student projects, student achievement files, and grade scales. In building their tests, teachers often rely on their personal experience in assessing students with learning disabilities and treat these students as normal students, which affects the credibility of the assessment and fails to achieve the primary goal of the assessment, which is to improve the learning process and achieve the teaching goals. Thus, teachers know the formal procedures of assessment practices, while they are far away from the essential practices in the assessment process. The researchers attribute the reason for this to the low training and qualification of learning disabilities teachers in the field of assessing students with learning disabilities. The researchers also attribute the reason for this result to the low qualification of teachers during their enrollment in university study programs in the field of assessing students with learning disabilities. The results of the study agree with those of Al-Rubaian (2018), Al-Mubarak (2020), Stiggins (2001), Fritz (2001), and Al-Bashir and Barham (2009). However, the results of the current study differ from those of Al-Harbi's (2023) study.

Research question 2: What is the proposed scenario for teachers with learning disabilities to use the assessment practices emanating from realistic assessment strategies to assess the learning of students with learning disabilities?

By reviewing the assessment list of the Ministry of Education (2015) in the Kingdom of Saudi Arabia as well as the most recent studies in the field of assessing students with learning disabilities, the researchers identified the

most important practices of alternative assessment methods to assess the learning of learning disabilities students. Most of those studies and the list were based on (5) practices: performance assessment, the overtime assessment method, the observation assessment method, the achievement files assessment method, and the pen and paper web. However, the researchers developed a scenario based on (3) practices: awareness and understanding of the methods of assessing students with learning disabilities, diversifying the use of alternative assessment methods, and applying alternative assessment methods. Thus, this perception is concerned with awareness of assessment methods and the importance of assessment, diversifying these methods according to the nature of what is to be assessed, applying these methods to determine the nature of learning among students with learning disabilities (diagnosis), and then providing remedial and enrichment programs to provide students with learning disabilities with basic concepts and skills to learn. It should also be taken into account that students with learning disabilities are ordinary students who need more attention and address their academic problems according to tight teaching programs that have psychometric characteristics such as validity and reliability. The proposed scenario is based on the results of the first question about the degree to which teachers with learning disabilities use the assessment practices emanating from realistic assessment strategies to assess the learning of students with learning disabilities using alternative assessment methods. They showed an absence of understanding and awareness of these methods and their focus often on traditional methods such as paper and pen and the accompanying usual practices that are suitable for ordinary students and not often suitable for students with learning disabilities. The proposed scenario is based on (3) basic skills represented, after presenting this scenario to (20) faculty members from among the faculty members in the College of Education and from teachers with learning disabilities and educational supervisors in the field of special education and learning disabilities through conducting interviews about this perception. The assessment practices were adopted according to the proposed scenario, as shown in Figure 1.

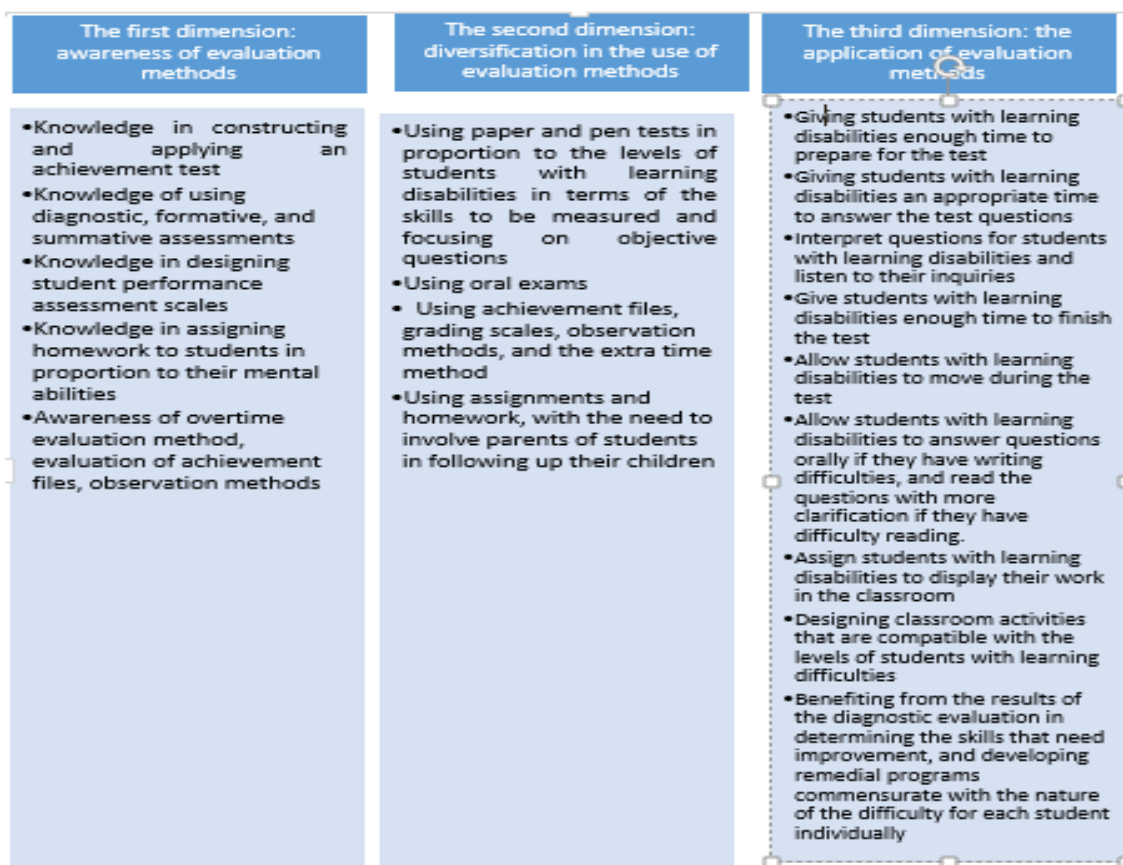


Figure 1. A proposed scenario for teachers with learning disabilities to use the assessment practices emanating from realistic assessment strategies to assess the learning of students with learning disabilities

5. Recommendations

In light of the findings of the study, the researchers recommend the need to focus on acquiring teachers with learning disabilities methods of alternative assessment through training and rehabilitation. Also, it is necessary to activate learning resource rooms in learning disabilities schools. In addition, there is a need to conduct educational seminars for teachers of learning disabilities by experts and specialists in the field of measurement and assessment and experts from specializations of learning disabilities. Furthermore, teachers must be educated about the nature of the developmental characteristics and academic problems that students with learning disabilities may face. Finally, cooperation and coordination with the parents of students with learning disabilities are very important, and treatment plans that are continuously monitored must be developed.

Acknowledgment

The authors are thankful to Deanship of Scientific Research and under the supervision of the Shariaa, Educational, and Humanities Research Centre at Najran University for funding this work under the Research centers funding program grant code (NU/RCP/SEHRC/12/20).

References

1. Aba Hussein, W. A. (2021). A proposed scenario to raise the quality of assessment and diagnosis processes in learning disabilities programs. *Educational Journal - Sohag University*, 2 (85), 995-1034.
2. Al-Bashir & Barham (2012). The use of alternative assessment strategies and tools in the assessment of learning mathematics and the Arabic language in Jordan. *Journal of Educational and Psychological Sciences*, 13(1), 241-270.
3. Al-Harbi (2023). Attitudes of teachers with learning disabilities towards the assessment methods used in primary schools in Jeddah. *Journal of Educational and Specific Research, Foundation for Special Education and Educational Rehabilitation*, 17, 26-99.
4. Al-Kandari, Y. (2017). The effect of using formative assessment methods on the achievement and attitude towards learning among students with learning disabilities in the primary stage in the State of Kuwait. *Journal of reading and knowledge*, (173), 149-181.
5. Al-Mahasneh, I., & Muhaidat, A. (2009). *Realistic Assessment*. Bahrain, Ministry of Education, Measurement and Assessment Center.
6. Al-Mubarak, B. (2020). The extent to which male and female teachers of students with learning disabilities are aware of the measurement based on the curriculum. *Arab Journal of Disability Science and Giftedness*, 5(15), 173-204.
7. Al-Munif, T., & Al-Hussein, A. (2021). Teachers and a list of students with learning disabilities. *Scientific Journal of King Faisal University*, 22(2), 98 - 105.
8. Al-Rubaian, A. A. (2018). The level of teachers' awareness of alternative assessment methods for students with academic learning disabilities. *Journal of Special Education - Zagazig University*, (25), 334-374.
9. Al-Smadi, M. S. (2016). Assessment of Faculty's Practices in Assessing Students' Academic Achievement. *International Journal of Education*, 8(1), 34-42.
10. Awwad, A., & Al-Sartawy, Z. (2011). *Reading and writing difficulties theory, diagnosis and treatment*. International Publisher for Publishing and Distribution. Kingdom of Saudi Arabia.
11. Bader, B. (2010). Recent trends in assessing the sports knowledge. *Practical Education Journal*, 2(13), 65-114.
12. Goegan, L. D., & Harrison, G. L. (2017). The Effects of Extended Time on Writing Performance. *Learning Disabilities: A Contemporary Journal*, 15(2), 209-224.
13. Jonsson, A., Baartman, L. K., & Lennung, S. A. (2009). Estimating the quality of performance assessments: The case of an 'interactive examination' for teacher competencies. *Learning Environments Research*, 12, 225-241.
14. Kabil, R., & Bani Abduh, Y. (2017). The Degree of Employment of Faculty Members for Assessment Standards Defined by the American Educational Organizations in Assessing Student Learning at the

- University of Najran. *Universal Journal of Educational Research* 5(3), 408-419. DOI: 10.13189/ujer.2017.050313.
15. Ministry of Education (2015). *Organizational guide for special education*. Riyadh, Saudi Arabia.
 16. Odeh, A. (2005). *Measurement and Assessment in the Teaching Process*. Dar Al-Amal for Publishing and Distribution, Irbid.
 17. Phye, G. D. (1996). *Handbook of classroom assessment: Learning, achievement, and adjustment*. Academic Press.
 18. Rakza, S. (2015). Inclusion of people with learning disabilities in regular schools. *Journal of the generation of social sciences and humanities*, (8), 117-128.