Disclosure of the use of evaluation methods for computer subject at the secondary level from the point of view of teachers in Saudi Arabia in Dammam

A Thesis Submitted in Partial Fulfillment of the Requirements for the Master's Degree in Educational Measurement and Evaluation

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Abstract

The purpose of this research was to explore how secondary school computer teachers utilize the classroom assessment techniques, from their perspectives, in order to achieve the subject objectives. A total of 70 teachers of computer (the sample is the population of teachers) participated in this research. A 52-item questionnaire was used to investigate teachers' perspectives, utilizing the descriptive-survey methodology.

Some variations were found among teachers regarding their use of classroom assessment techniques, with the priority to written tests. A high degree of difficulty was found among teachers in utilizing such techniques in their classroom assessment of students. Moreover, type of education, experience, training workshops, appeared to have a weak relationship with computer teachers' assessment practices. The researcher provided some practical recommendations, such as reconsidering the assessment practices for secondary school computer teachers, providing more training for them in classroom assessment, and preparing a classroom assessment guide for them.