

## **Educational Calendar and School Curricula: Evaluating Effectiveness and Guiding Development**

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### **Abstract**

Today, the world is witnessing rapid transformations that have affected the structure of the educational system. As education is the primary means of shaping individuals and developing their cognitive and practical abilities, it plays a pivotal role in preparing them to become effective members of society who contribute to its development and progress. This preparation must embrace other cultures while remaining grounded in cultural identity, national values, and social values.

Therefore, in order to prepare individuals to keep pace with these changes, educational systems must be reformulated in terms of their curricula, teaching methods, modern approaches to assessment and the modern technologies used in the educational process. This should be based on new foundations that adopt the principles of effective educational planning, taking into account available human and material resources in order to achieve educational objectives.

Curriculum evaluation is essential to implement modifications and improvements that match the needs of learners and society, as well as the rapid evolution and accumulation of knowledge.

Accordingly, this research paper aims to clarify the role of assessment in guiding curriculum development. This is achieved by evaluating the goals and aims of the Algerian educational system, identifying its strengths and weaknesses, and measuring students' performance against the intended learning outcomes. These outcomes serve as indicators of the curriculum's success in transferring knowledge and skills. The paper also aims to develop and update teaching methods based on assessment results to ensure the curriculum achieves its objectives efficiently.

**Keywords:** educational assessment, school curriculum, evaluation, effectiveness, guidance, development.

### **Introduction:**

Today, the world is undergoing rapid transformations that have impacted the structure of the education system. This system plays a vital role in shaping individuals, developing their cognitive and practical abilities, and preparing them to become effective members of society who

contribute to its development and progress. While remaining open to other cultures, it must also stay anchored in cultural identity, as well as in its social and national values.

Preparing people to keep pace with these changes therefore requires us to rethink educational systems in terms of their curricula, teaching methods, modern assessment approaches and the modern technologies used in the educational process. This should be based on effective educational planning that takes into account available human and material resources in order to achieve educational objectives.

In light of the multidimensional crisis affecting societies in general—and developing societies in particular—resulting from the information revolution, the advancement of technological and communication tools, and social changes, along with the diversity of debates about what kind of person can meet renewed requirements, there has been a need to reconsider socialization and to adjust educational systems so that they can achieve the desired goals in the shortest time possible. These challenges have prompted Algeria to implement radical reforms to its education system. This has been achieved by revising program content and curricula, adopting competency-based teaching methods, and making the educational system more specialised, with a focus on both theory and practice. This approach aims to provide learners with the knowledge and skills they need to deal with different situations and apply them to real-life contexts and everyday problems, thereby improving the quality and effectiveness of educational outcomes.

From this perspective, we affirm that educational assessment is a vital part of the educational process. It is a vital step in any organised educational work, providing a basis for strategies to achieve objectives, clarify priorities and express the educational goal as a forward-looking vision derived from society's educational policy. This vision becomes a reality through a set of regulated measures, including modern assessment. Through this process, objectives are viewed as the translation of society's educational goals in the context of its specific characteristics and needs for achieving comprehensive development.

In this research, we will attempt to shed light on some issues related to educational assessment as it ensures the quality of education and continuously develops school curricula. This will be achieved by using assessment appropriately to improve the educational process and promote more effective and comprehensive learning.

## **Educational Assessment: Concept, importance and objectives**

### **1.1 Concept of Educational Assessment**

Educational assessment is a diagnostic, therapeutic and preventive process. Its aim is to identify weaknesses in order to correct or strengthen them and to recognise strengths in order to build on them. Ultimately, it aims to improve and develop the educational and teaching process in a way that achieves the desired objectives.

It also involves collecting, organising, analysing and interpreting quantitative or qualitative data about a phenomenon, situation or behaviour. This is done to inform judgements or decisions.

Educational assessment is an objective method intended to reveal the total or partial impact of a programme or project while it is being implemented.

It involves procedures that determine the extent of students' learning progress and the degree to which they have achieved the required standard of performance. Students can be categorised by level, their errors analysed, and they can be guided towards learning activities that match their level based on these results. Therefore, educational assessment is both diagnostic and corrective (or therapeutic), as well as preventive.

Bloom defines assessment as making a judgement for a specific purpose based on criteria that measure the adequacy, accuracy and effectiveness of things.

Finally, educational assessment is one of the most important elements of the educational process because its aim is to identify students' strengths and weaknesses in learning<sup>1</sup>.

## **1.2 The importance of educational assessment**

Educational assessment plays a vital role in education by providing feedback on progress and difficulties.

Estimating learners' educational needs: Assessment helps to identify learners' strengths and weaknesses, and works to address the latter. This educational tool helps learners develop the skill of self-assessment. Through assessment, learners can measure their performance and support independent learning.

Motivating learners to learn: This is because learners can immediately see their results, the sources of their errors and how to correct them. It also reduces fear and anxiety during exams. Some researchers also believe that assessment motivates learners to actively participate in the teaching-learning process.

- Identifying weaknesses and strengths in educational programmes: Effective diagnostic assessment identifies the factors responsible for any shortcomings in a programme. Curricula can then be reviewed, and the objectives of tests can be improved by educational leaders and supervisors. It also highlights any unexpected results that may occur when applying an educational programme.

For the teacher, assessment provides organised, continuous feedback that helps them identify weaknesses and shortcomings in their teaching approach. It also encourages lesson planning and the setting of behavioural objectives to achieve the intended learning outcomes. In this context, assessment helps teachers select effective resources, tools and methods that support learning according to learners' needs and abilities. Without assessment, progress and development in the educational process would not occur. From this perspective, the purpose of assessment is to improve and develop, not merely to issue judgements.

Rafida El-Hariri summarised the importance of educational assessment as follows:

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<sup>1</sup>- **Djeffal Menel**, 'The Educational Performance of the Teacher in Achieving the Social Objectives of Education'. PhD dissertation in Sociology of Education. Mohammed Khider University, Biskra (unpublished). 2016/17, p. 60.

- Determining the extent to which the intended objectives have been achieved: it shows students' growth and the teacher's success in using different active, effective teaching methods and assessment tools.
- Diagnosing difficulties faced by teachers, learners, school administrators and programmes/curricula, and providing appropriate solutions based on that diagnosis.
- Training learners to assess and evaluate themselves, and helping them to understand their tendencies, interests and abilities, and the extent to which they achieve the goals they set themselves.
- Revealing the effectiveness of the educational system, its departments, and its educational and teaching programmes.
- Ensuring learners have confidence that specialised bodies provide them with the necessary knowledge and experience.
- Providing information and statistics about levels of achievement and the current situation in order to report to officials and/or parents<sup>2</sup>.

### **1.3 Objectives of Educational Assessment**

Educational assessment has general objectives and specific objectives. Any educational institution that wishes to carry out its work effectively must achieve the following:

#### **1) General objectives of educational assessment**

- To determine the extent to which the planned objectives have been achieved.
- To reveal the effectiveness of administrative and educational bodies across all departments and units.
- To verify the accuracy of decisions and opinions made during the year, particularly those not based on scientific research or experimentation.
- To determine whether the relevant authorities or institutions provide students with the necessary support and experiences.
- To obtain information and statistics about the level of achievement and current conditions in order to:
  - produce reports for those concerned and/or
  - present an account to the public about the institution;
  - identify the institution's strengths and weaknesses.
- To assess teachers' performance in order to understand their grasp of the subject matter and identify appropriate teaching methods.
- Evaluate textbooks and educational curricula<sup>3</sup>.

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<sup>2</sup>- Rafida Al-Hariri, Educational Evaluation, Dar Al-Manahij Publishing and Distribution, Amman, 2012, pp. 27-28.

<sup>3</sup>- Rafida Al-Hariri, Educational Evaluation, p. 40.

**2) Specific objectives of educational assessment:**

- To assign grades to students and then evaluate whether these grades are valid for promoting or failing students accordingly.
- To send reports to families about students' progress in their studies.
- To diagnose student learning, i.e. to identify the problems and obstacles that hinder them.
- To assess students' learning ability through intelligence tests and assessments of their abilities and capacities.
- Testing students and placing them in different types of schools and institutes that match their abilities.
- To provide educational and psychological counsellors with information to help them guide students professionally and educationally.
- To monitor the learning process, improve its outcomes and address any issues<sup>4</sup>.

**1.4 Educational Assessment: Between the Past and the Present (1–4).**

Historically, educational assessment focused on one main aspect: how well students could understand information. To this end, a variety of tests were used to measure students' achievement of this information. Therefore, assessment in the past was not comprehensive; its main aim was to determine students' ability to absorb different school subjects.

In contrast, modern assessment focuses on all aspects of learners' development, including mental, cultural, physical, religious, social, emotional and artistic aspects. Modern education has adopted and advocated this approach. The modern concept of assessment emerged from this, in which schools play a role in providing educational experiences to help students develop in a holistic way and improve or modify their behaviour.

Modern educational practices pay great attention to assessment, guided by many viewpoints and principles. One such viewpoint is that the educational process should be based on clear, specific objectives to direct all efforts and utilise all available resources. It also requires the selection of the most appropriate strategies to achieve these objectives. It is only natural that we should try to evaluate how successful those efforts have been in achieving the stated goals.

The comprehensive development of students is a central aim of education, encompassing multiple dimensions. This includes acquiring knowledge, skills, attitudes, interests, values and ways of thinking that are considered desirable. It also encompasses psychological and social aspects, physical aspects, and general and specific abilities. The following table shows the most important differences between traditional and modern assessment methods.

| From  | To | Transition  |
|---|----|---|
| Based on the principles of behavioural learning theory: |    | - Constructivist theory and developmental cognitive processes |

<sup>4</sup> Abd al-Majid Sayid Ahmad Mansour et al., Educational Evaluation (Foundations and Applications), Dar al-Amin, Cairo, no date, p. 90.

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| - Classroom practices that encourage students to play a passive role.                                      | - Practices that affirm the student as a living, active being; a thinker and creator who constructs knowledge through diverse, meaningful tasks.             |
| - The teacher's role as a transmitter of knowledge and imposing authority.                                 | - The role of the teacher as a facilitator, organiser, guide and sincere adviser.  |
| - Traditional curricula and the static instructional process of separate, disconnected subjects and facts. | - An orientation towards inquiry, with students responsible for their own learning, and knowledge integrated through collaborative and cooperative learning. |
| - Traditional tests that measure superficial learning.   | - The accomplishment of authentic tasks that assess deep learning.   |
| - Strict quantitative educational research that examines isolated factors                                  | - School administration and organisation based on the school site, decentralisation, and professional responsibilities for teachers.                         |
| - Rigid school organisation and strict centralisation.   | - Educational research oriented towards understanding complex phenomena through qualitative enquiry and descriptive, classroom-focused analysis.             |
| - Standardised tests and traditional examinations.   | - Descriptive contextual evaluation, performance-based assessment, and a gradual shift towards personal (self-)assessment.                                   |

Source: Alouti Achour and Djalab Misbah<sup>5</sup>

Mohammad Isa al-Taytiy confirms that the shift in the new vision of curriculum evaluation — from the behavioural school, which focuses on setting highly abstract objectives for each lesson expressed in observable and measurable behaviours, to the cognitive school, which focuses on what occurs inside the learner's mind through processes such as inquiry, problem-solving and

<sup>5</sup> - Alwouti, A. and Djelab, M., 'Towards the Application of Standards for Alternative Educational Evaluation', Haqqaiq Journal for Psychological and Social Studies, Vol. 3, No. 9, March 2018, p. 90.

critical thinking — has been driven by the understanding that these are mental processes that enable learners to cope with the information age and accelerating knowledge. Consequently, the trend has moved towards educational outcomes rather than predetermined, specific, measurable behaviours.

In behavioural teaching, the teacher is at the centre of the educational process: they speak, ask questions and reinforce responses linked to instructional content. Thus, the educational outcomes achieved by learners as a result of the learning process have replaced the behavioural objectives that were prominent in the 1960s. The evaluation that takes these modern orientations into account is called authentic assessment. This reflects learners' achievements and measures them in real situations. Students immerse themselves in meaningful, valuable activities such as problem-solving, inquiry, discovery and decision-making. Through it, students practise higher-order thinking skills, which helps to develop reflective thinking. This emphasises the processing, critique, and analysis of information, thereby supporting lifelong learning<sup>6</sup>.

Why authentic assessment? Because it:

- focuses more on the integrated personality than on attainment alone;
- develops mental skills, cognitive processes and learning outcomes;
- strengthens the learner's ability for self-directed learning.
- emphasises activities that require inquiry, discovery and problem solving.
- prioritises achievement over the mere memorisation of information.

It takes into account differentiation in collaborative education and the interweaving of information, creativity and communication.

It avoids standardised comparisons and emphasises criterion-based (narrative/'descriptive') comparisons<sup>7</sup>.

## **2. Curriculum Studies**

### **2.1 Definition of the curriculum**

The curriculum can be defined as follows: a body of information, facts, concepts and ideas studied by students in the form of school subjects<sup>8</sup>.

It is also defined as: A set of information, facts and concepts that the school seeks to impart to learners in order to prepare them for life and develop their abilities by acquainting them with the experiences of others. This information is presented to students across different fields, including scientific, mathematical, linguistic, geographical, historical, philosophical and religious subjects<sup>9</sup>.

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<sup>6</sup>- Mohammad Isa Al-Tayty, Social Education and Its Teaching Methods, 'Alam al-Thaqafa Publishing House, Amman, 2008, p. 235.

<sup>7</sup>- Mohammad Isa Al-Tayty, Social Education and Its Teaching Methods, pp. 235-236.

<sup>8</sup>- Nazal Shukri Hamed, Curricula of Social Studies and Foundations of Teaching, Dar al-Kitab al-Jami'i, Al-Ain, United Arab Emirates, 2014, p. 39.

<sup>9</sup>- **Djeffal Menel**, 'Contemporary Educational Issues', a pedagogical handout for the course, Sheikh Al-Shahid Al-'Arbi Al-Tabsi University, Tébessa, 2024/25, p. 3.

According to the Webster dictionary, the term ‘curriculum’ is defined as: ‘a course of study that leads to an academic degree’.

In contrast, the Education Dictionary defines it as: ‘a group of courses of study required for graduation or for obtaining an academic degree in a main field of study’. It also refers to a comprehensive general plan for the subjects that students should study in school in order to obtain an academic degree or a certificate that qualifies them for a particular profession.

## **2.2 An Overview of the Different Types of Curriculum**

### **- The Official Curriculum**

The official curriculum—also called the formal or public curriculum—is the school curriculum that is prescribed. It can be defined as a written document prepared by specialized committees, which the teacher implements according to a specific system. This document includes general objectives, the cognitive content, teaching methods and educational activities, and assessment methods.

The official curriculum is just one of several official documents and tools that together constitute the curriculum. These may include the community’s educational philosophy, educational policies, and the organisational and administrative structure of the educational system, as well as textbooks, sources, supporting references, examination methods, school planning, facilities, and services.

The official curriculum is expected to reflect the diverse values demanded by society, such as self-confidence, self-directed learning, learning through practice and inquiry, critical thinking, problem-solving, and the development of scientific research and higher-order thinking skills. If the official curriculum does not include these dimensions, it is considered limited or deficient<sup>10</sup>.

The official curriculum may also be defined as a specific written document prepared by an educational body which teachers apply during instruction over a limited period according to a particular system. It includes objectives, content and methods. Several documents contribute to the formation of the official curriculum, including:

- the philosophy of education and teaching;
- the educational policies of the educational system;
- study plans and the annual school assessment plan;
- supplementary reading books and the format of general examinations.
- the nature of additional activities and radio/broadcast programmes.

### **The hidden curriculum**

The hidden curriculum is also known as the implicit, parallel, unwritten or unplanned/undirected curriculum. Put simply, it refers to the knowledge, experiences and activities that students acquire outside the prescribed curriculum, without direct involvement from teachers or schools. It is therefore a form of unplanned, self-directed learning.

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<sup>10</sup>- **Djeffal Menel**, same reference, p. 4.

These non-curricular experiences include different kinds of sports, games, competitions, acting/theatrical performances, celebrations and trips/excursions. However, they can also include negative behaviours such as smoking, engaging in prohibited acts, assault/violence, lying, cheating, laziness/avoidance of responsibility (tendency towards ‘free-riding’), bad peer influence, and so on. Therefore, the hidden curriculum provides students with both positive and negative knowledge and experiences. The official curriculum must combat negative phenomena and reinforce positive aspects without hesitation.

The hidden curriculum often has more of an impact on learners than the official curriculum. If students are guided appropriately, the positives of the hidden curriculum can be leveraged to help the educational system establish order, develop sound attitudes and values, and contribute to moral education<sup>11</sup>.

The hidden curriculum is what students learn from any subject without planning. Researchers may wonder how these influences can be transmitted through the teacher: students learn from a dedicated, active teacher’s seriousness, energy and good preparation.

### **Authentic (real-world) curriculum**

The real-world curriculum connects with students’ actual reality and society. It reflects reality and truth. Addressing students’ problems through their lived reality is a global educational issue, since it is difficult to balance what teachers require with what takes place in society in terms of customs, events, and human, social, philosophical, intellectual, cultural, scientific, and class-related concepts. Nevertheless, it is necessary for the content and outcomes of the curriculum to be consistent with the cultural and social developments of the era it represents.

This curriculum is also known as the ‘implemented curriculum’, meaning the process of putting the official document into practice. However, implementation does not always occur exactly as those responsible for the official curriculum planned. There is often a discrepancy between what is implemented in schools and what is stated in the official curriculum document. The size of this discrepancy varies according to the educational environment and the individuals responsible for implementation.

To reduce the discrepancy between the official and implemented curricula, the following factors must be considered:

- instructional means and the resources available in schools, and what the implementation process requires in terms of capabilities;
- encouraging school administrators and teachers to take responsibility for implementing the official curriculum as planned;
- training teachers in the implementation process;
- gaining community support for the implementation of the curriculum;

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<sup>11</sup>- Mohsin Ali Atiyya, Total Quality and the Curriculum, Dar al-Manahij Publishing and Distribution, Amman, 2008, pp. 183-184.

- Teachers' participation/contribution to the curriculum<sup>12</sup>.

### **Factors affecting school curricula**

School curricula are influenced by a variety of factors, both internal and external. The external factors are:

- **Educational philosophy:** curricula are based on an educational philosophy and its view of human nature. As is well known, philosophers have differed in their views of human nature, which has led to differences among educators who have based their educational ideas on these philosophies.

Those who based their ideas on traditional philosophies, such as idealism, focused on intellectual and moral aspects, neglecting physical education and learners' psychological needs. Idealism views the human being as consisting of two separate elements — the mind and the body — and, since the mind is the means by which humans perceive the 'world of ideas', idealism emphasises the importance of the mind as the foundation.

By contrast, those who base their ideas on modern philosophies emphasise the comprehensive development of the learner. Modern philosophies focus on the individual and their needs, as well as the needs of society, with the aim of achieving maximum progress for both.

- **Social factors:** In the modern concept of the curriculum, the school serves society. Society created the school, funds it, and uses it to develop the next generation. Therefore, society expects the school to move in line with its own direction and help it to achieve its goals and aspirations.

As the curriculum is the school's tool for achieving these aspirations, it must be influenced by social factors through close connections with society's various levels and plans. On this basis, the curriculum must be closely linked to society<sup>13</sup>.

- **Characteristics of the Age and Its Phenomena:** The emergence of the age and its characteristics has a significant impact on the development of the curriculum. The defining features of our era include the technological revolution, the vast growth of knowledge, globalisation, and information and communication technology. These features and phenomena require the curriculum to focus on the following:

- emphasising science as both a subject and a method, and developing learners' creative abilities;
- emphasising the scientific and applied aspects of life;
- fostering critical scientific thinking among learners.

### **2.3 Methods of Evaluating School Curricula**

Curriculum evaluation is necessary in order to introduce modifications and improvements, ensuring that the curriculum meets the needs of individuals and society, as well as keeping pace with the rapid accumulation and development of knowledge.

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<sup>12</sup>- Mohsin Ali Atiyya, 'Same reference', p. 134.

<sup>13</sup>- Mohammad al-Salih Hathrouni, An Introduction to Competency-Based Teaching, Dar al-Huda, Ain M'lila, Algeria, 2002, p. 51.

A curriculum is defined as all planned experiences (activities or practices) provided by a school to help students achieve the intended educational outcomes as far as possible in line with their abilities.

The curriculum consists of the following core elements:

- General educational objectives, intermediate (stage) objectives, and behavioural objectives.
- Curriculum content, including main and subtopics, as well as the student textbook, teacher's guide and activity books.
- Educational activities used to implement the curriculum, including ordinary, supplementary and remedial activities. This also includes teaching methods, instructional materials and teaching aids used to achieve educational objectives.
- Evaluation: This refers to the assessment activities included in the curriculum to determine how well students have achieved the objectives, and/or to identify their learning progress during instruction.

#### **2.4 Educational evaluation in the context of a competency-based approach**

As the competency-based approach has changed the way curricula are formulated, evaluation — being one of its most important components — must differ from traditional assessment methods. To highlight the main features of competency-focused evaluation, the following elements can be mentioned:

- It distinguishes an individual's performance, rather than merely measuring the percentage of achievement or the degree to which procedural objectives are realised.
- Tests and other evaluation tools should determine what the teacher (or learner) can accomplish.
- Evaluation should not be restricted strictly to the classroom environment, but should be carried out in harmony with the context in which training programmes are implemented — meaning it should be realistic, formative and sufficiently broad.
- While traditional evaluation is based on moving from one level to another (i.e. separating levels), competency-focused evaluation measures competencies across different learning levels while taking the level of competency into account.
- The greater use of supportive assessment tools, especially observation and interviewing, supports formative evaluation.
- It involves expanded evaluation using tools that identify indicators of competency.

It should lead to the assessment of learners' ability to cope with real problem situations, thereby revealing self-direction and responsibility through practical challenges.

- The certificate granted confirms not only a certain educational level, but also the achievement of a competency (or a number of competencies) within the framework of the training programme.
- It takes individual differences among students into account; therefore, students are not positioned at the same starting point.

- Teachers do not assess students by comparing them with one another. Instead, comparisons are made between the required task and what the student has actually accomplished, as well as what they could achieve with greater competency.
- It ensures that competencies are achieved across various educational levels.

## **2.5 The importance of curriculum evaluation**

Educational evaluation assesses the effectiveness of school curricula by measuring how well the specified educational objectives are achieved. A variety of tools are used for this purpose, including written and oral tests, projects, classroom observation and ongoing assessment. These tools enable us to determine how much knowledge and skills learners have internalised, as well as whether the content and teaching methods are appropriate for their level. Hilda Taba indicated that certain subjects develop specific abilities: for instance, engineering develops logical thinking, while history is essential for understanding concepts of time.

Evaluation also helps to identify the strengths and weaknesses of the curriculum. If assessment results show that learners repeatedly struggle with a particular subject, this usually indicates an issue with the content itself, the way it is presented, or the instructional materials used. Conversely, the results can also reveal positive aspects that should be strengthened.

Evaluation plays an important role in guiding the development of curricula. Educational decision-makers use its results as a key reference to introduce appropriate changes, such as updating content, adopting modern teaching strategies or integrating technology into education. Evaluation also helps to ensure that curricula are aligned with the needs of society and the requirements of the contemporary era.

Evaluation enables areas of deficiency and strength in educational programmes to be identified. A well-designed diagnostic evaluation determines the factors responsible for any shortcomings in a programme. Based on this information, those responsible and educational supervisors can then revisit the curriculum and develop assessment objectives, including test objectives. Evaluation also sheds light on any unexpected results that may arise from implementing an educational programme.

Curriculum evaluation is conducted within a framework that ensures consistency with the broader social environment rather than being limited to the school environment alone.

All components of competency are evaluated, along with the tools and means used, including educational content, by focusing on quality and seeking the level of mastery and control that enables learners to perform in the real world. This is achieved by relying on clear, objective criteria that measure the degree of mastery of the performance level achieved. In educational assessment, these indicators are referred to as 'competency indicators'.

Finally, educational evaluation contributes to the planning and supervision of important projects in order to improve education by developing policies, curricula and programmes.

## **Conclusion**

In conclusion, educational evaluation is not merely a final stage in the educational process; rather, it is a continuous and integrated process that accompanies all elements of the curriculum—planning, implementation, and development. It serves as the tool that enables the measurement of the extent to which educational objectives are achieved. It also helps to understand the reality of learning in classrooms in a precise and objective manner. Through its results, it is possible to identify strengths that should be supported and reinforced, as well as weaknesses that require treatment and correction.

Moreover, educational evaluation plays a pivotal role in guiding the development of school curricula. It provides educational decision-makers with reliable information that contributes to improving the educational content, updating teaching methods, and adapting educational programs to align with learners' abilities and society's needs. Its impact is not limited to this alone; it also extends to improving teachers' performance and developing their professional skills through continuous feedback.

Adopting an effective and comprehensive educational evaluation system ensures the quality of education and enhances its effectiveness, making the curriculum more flexible and responsive to the rapid changes occurring in the world.

Accordingly, investing in the development of modern evaluation methods and using their results correctly constitutes an essential step toward building an integrated educational system aimed at preparing an aware, creative generation capable of facing future challenges with confidence.

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