

Manuscript No.: IJAR-59035

Title: L'évaluation à interprétation critériée et dynamique des apprentissages : fondements théoriques et outils au service d'une évaluation personnalisée et valorisante

Recommendation:

Accept as it is
Accept after minor revision.....
 Accept after major revision
 Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality		✓		
Clarity	✓			
Significance	✓			

Reviewer Name: Dr.Mithilesh kumar shukla

Reviewer's Comment for Publication:

This article presents a personalized, constructive, and objective approach to student assessment based on criterion-referenced and dynamic evaluation. Rather than comparing students with one another, it emphasizes explicit success criteria and individual progress. Grounded in socio constructivist theory, the article highlights three complementary tools: descriptive rating scales, self-assessment grids, and peer-assessment grids. Descriptive scales clarify performance levels and strengthen teachers' professional judgment. Self-assessment develops students' meta cognition, autonomy, and self-regulation, while peer assessment promotes critical thinking, communication, and collaborative learning. The article emphasizes constructive feedback, explicit instruction, and gradual implementation. It concludes that these tools, when used coherently and progressively, can transform assessment into a continuous process that actively

Recommendation: Accept after minor revision,

Detailed Reviewer's Report

STRENGTHS:

- 1- The paper addresses the important issue of improving student assessment practices in modern education.
- 2- It clearly explains the need for personalized, criterion-referenced, and dynamic assessment.
- 3- The paper effectively explains how self-assessment develops meta cognition, responsibility, and self-regulation.
- 4- It is highlighting constructive, specific, timely, and improvement-oriented feedback as central to learning.
- 5- The study follows a clear structure, moving from theoretical foundations to tools, comparison, recommendations, and conclusion.
- 6- It offers concrete suggestions for implementing assessment tools progressively in teaching practice.

WEAKNESSES:

- 1- Lack of practical examples and Limited discussion of challenges.
- 2- The paper does not compare the proposed assessment tools with traditional examination
- 3- In this study unclear assessment of learning outcomes.