You can use the following template as a guide for documenting an action research cycle experience.
I. **Background about:**

A. The educational institution

Dhahran Ahliyya Schools (DAS) aim to prepare girls and boys to be thinking, caring, healthy individuals who will contribute to sustainable development and thrive on the challenges of the changing world. Consistent progress toward this goal has been achieved through the Schools’ vision of itself as a professional learning community committed to the continuous learning of all members, including students, parents, faculty, staff and others who participate in its development. As a result, the schools have acquired a reputation for providing a caring and supportive atmosphere and for maintaining high academic standards. In the school’s philosophy, these two factors are strongly linked to each other and to developing the strong self-esteem and commitment to life-long learning that is essential for students’ happiness and productivity throughout life.

Originally a private Arabic-medium day school, DAS is now a dual language school moving gradually toward a more international curriculum. DAS was founded in 1977 (1397 Hijiri) by Khalid Ali Alturki and his wife, Sally Alturki. The schools are proud to have the Governor of the Eastern Province, HRH Prince Saud bin Naief bin Abdel Aziz Al Saud, as the Honorary President. The school budget is covered through tuition and donations.

B. The team members who worked on the action research study

Mustafa Ali – Responsible of Research Unit
Dr. Saleh Alkhathami – Supervisor of Student Support Unit
Arabic and Mathematics Departments
Information Technology Team

II. **The focus of the action research study:**

A. Describe the focus of your action research study

To improve student performance in Qudorat Test.

B. Determine the rationale behind your choice of this focus and clarify its significance to the educational institution and the students

DAS won one of the first 10 places for several years in Qudorat Test. However, DAS faced difficulty during the last three years. We were out of the first ten places last year. In addition, Qudorat Test gives valuable information to administrators, teachers, parents, and students about the achievement level and about the skills of students. It also gives students better opportunity to be accepted by colleges locally when they their scores are high comparatively to others.
III. **Determine the inquiry questions that guided your action research study:**

What is the relationship between Qudorat Test score, PSAT score, best practices, and students awareness and preparation for the test?

IV. **Data collection:**

A. Determine the sources of data

Students’ scores of Qudorat Tests, school math tests, and school Arabic tests.

B. Identify the data collection tools used.
   - A short version of the original Qudorat Test
   - Two surveys

C. Outline that data collection procedures.
   - Students took the test
   - Students completed a survey right after the finishing the test
   - Students, top and bottom 5%, completed another survey
   - The test and the survey answers were analyzed
   - The analysis were compared to students’ scores of Arabic and Math subjects.

V. **Data analysis:**

VI. **Conclusions derived**

As a result of this study, students and parents should be reminded of Qudarat Test and its importance frequently. This could be done through letter/emails to parents and through conversation with students from time to time.

VIII. **Present your recommendations and decisions:**

I recommend that students should take a weekly Qudorat Test as a preparation for the actual test. I believe this can be done in their Qudarat session. It is better to be
computerized. We can develop our own exams with the help of math and Arabic teachers. And we can implement it online with the help of IT members.

IX. **Reflect on the learning:**

There are some challenges we have encountered during our action research, such as giving the test during the last two weeks of the first semester, where students are getting ready for the finals. Also, some students didn’t take the test seriously/weren’t engaged. Finally, the preparation for creating the test and delivering the surveys took longer than we thought.
Qudorat Test Survey (Boys)

1) What is the biggest problem you encountered during the test?
   - Difficulty
   - Time
   - Quantification (Math)

2) Did you feel prepared for the test?
   - Yes
   - No
   - Other

3) Did you have a complete idea about the test and your skills and the type of questions?
   - Yes
   - No
   - Other

4) Did you take a course in the skills outside Deera School?
   - Yes
   - No

5) Did you take a skills lesson in Deera School?
   - Yes
   - No

6) What is your plan for education in the future?

7) Do you have an idea about the importance of distributing skills on questions (quantitative and rhetorical)?
   - Yes
   - No

8) In your opinion, what can the school do for skills?

9) After taking the test and knowing the result, write a plan of 3 to 5 main points you will do before the next test.

10) Do you have any other comments?
2) Do you feel ready for the test?
   - Yes
   - No
   - Other

3) Do you have a complete idea of the test about the skills and the quality of the questions?
   - Yes
   - No
   - Other

4) Have you taken Qudorat course out of Dhahran?
   - Yes
   - No

5) Have you taken Qudorat course in Dhahran Ahliyya Schools?
   - Yes
   - No

6) What is your plan for future education?

7) Do you have a prior idea of the importance of time management and the skill of time distribution for questions (quantitative (math) and verbal (Arabic))?
   - Yes
   - No

8) In your opinion, what can the school do for Qudorat Test?

9) After taking the test and finding out the result, write down a 3 to 5 point plan that you will do before the next test?

10) Do you have any other note?
Appendices
Students, top and bottom 5%, survey

Name: __________________________
Grade: _______________________

1) هل قدمت لاختبار القدرات من قبلً؟ ما هي علامتك؟

2) كيف تنظير إلى اختبار القدرات لمدارس الظهران الاهلية؟

3) ما هي خطتك للمرحلة القادمة من أجل التحسن؟

4) ما هو المطلوب من المدارس للمساعدة من أجل اختبار القدرات؟

1) Have you taken Qudorat test before? What is your score?

2) How do you view Qudorat test for Dhahran Ahliyya Schools?

3) What is your plan for next test for improvement?

4) What is your suggestion for the schools to help you with Qudorat Test?

To check the results, please check the following Appendix Link.
Appendices

Action research details

Introduction
The purpose of this study is to improve student performance in Qudorat Test in Dhahran Ahliyya School (DAS). Qudorat Test is considered an important piece to be able to attend college locally. It gives valuable information to administrators, teachers, parents, and students about the achievement level and about the skills of students. With the observation of score drop of Qudorat during the past three consecutive years, there is a need for an action research study to get a clue on how to improve their performance. There are several factors that might be the cause of such issue, such as students’ behavior in and out of classes and poor test preparations. Above all, continuous improvement of student performance is part of the Dharan Ahliyya School’s mission. Therefore, this research is aimed to enable students to perform better in Qudorat.

Aims and Objective of this action research:
The overall aim of this action research is to evaluate students’ performance and determine what facts are causing poor academic outcome.
The aims of this action research were approached through two objectives.
1. To explore the reliability and validity of new scales for measuring students’ academic performance.
2. To evaluate possible links between students’ academic performance and other factors such as students behavior and lack of test preparation and future plans.

Literature Review
With the quick change of every life aspect, student performance tend to change from time to time. DAS won the first place in Qudorat for nine years consecutively. However, during the last three years, there was a significant drop in student performance regarding Qudorat.
One of the teaching methods is that when student takes responsibility (Tuckman, 2003). Therefore, when students are taught on how to take responsibility on their own learning, they will perform better on their tasks and tests. Students, teachers, and supervisors as a one unit, they should work together to resolve any educational issue, such as low performance in standardized tests. Students have to take the responsibility of passing the test after they are being taught and convinced about the importance of the test by their teachers and parents. The teachers have to take the responsibility of educating students through changing the personal beliefs that students have regarding their abilities, through promoting self-awareness of preparing for the test, and through successful learning strategies. And supervisors, have to take the responsibility of helping, supporting, and mentoring teachers’ and students’ progress simultaneously. All procedures and decision have to be done through effective data driven studies. As Susan B. Neuman (2016) indicated, that instead of only measuring, examining, assessing, and labeling low achiever students, they also should receive individualized instruction based on their assessment data result. The instruction should be content-rich that provides skill-building opportunities. Also, the author compared between Ms. Robb’s lesson and Ms. Franklin’s lesson. The biggest difference that has been noticed is that the first teacher adhered to the traditional way of teaching and handing out worksheets to apply same steps for more practice. However, the second teacher taught the same way except he kept adding and changing the sticky notes to individual children about skills they need to work on (Neuman, 2016).
**Action Research Question**

Based on the research unit continues conversation and observation with the academic coordinator, it has been found that there might be a tight connection between student score of Qudorat and other factors, such as PSAT scores, best practices in classrooms, students’ awareness of the test, and students’ preparation for the test. Thus, the question of the action research is: “What is the relationship between Qudorat score, PSAT score, best practices, and students awareness and preparation for the test?”

**Methodology**

A short version of the original Qudorat Test were created, 39 questions out of 120 questions. We also created a survey that will be giving right after the test to gather data that will give us clues on students’ skills and abilities. After we gave the test, we analyzed both the test’s and the survey’s results. We decided to look into some students’ Qudorat grades who are considered the top 5% and the bottom 5% data along with their final scores of the first semester for Arabic Language and Math. After studying those students’ data, we found that some students’ score in Qudorat align with their scores and Arabic Language and Math, where others have a gap, such as low score in Qudorat and high scores in Arabic Language and Math or vice versa.

**Initial results**

Specifically, we found that the highest 7 students are from grade 12, which tells researchers that they have covered more academic materials than those in grades 10 and 11. We also found that their grades in core course of study, such as math and Arabic Language, as high as 90% and higher. There is no contradiction between the top 5% grades in Qudorat and their grades in core course of study. This informs us that those students who are relatively high achievers in core course of study will not have issues with future Qudarat tests. However, there are 3% of students out of the bottom 5% showed an “interesting” contradiction in Qudorat’s grades comparatively to their grades of core course of study. This 3% of students out of the bottom 5% is considered 32% of the total selected population of the top 10 students and the bottom 15 students. They scored poorly in Qudorat, but their grades in core course of study are in the high 80s and low 90s percent. These students are most likely that they weren’t engaged during the test and didn’t put their best effort into earning better grades in Qudorat test. Another possibility would be that they have a lack of either experience with taking such test, or a lack of problem-solving skills in Qudorat. In addition, results found that the grades in Qudorat of three students only of the bottom 5% matched their grades in core course of study. Reviewing the previous statistics indicates that the total average of the entire group will be affected negatively. Which gives us a hint on why the average of our schools has dropped during the past three years. Not to mention, looking into the grades of the rest of selected students, who scored low in Qudorat, it will be found that their grades in core course of study in math and Arabic are relatively better than their scores in Qudorat. Therefore, there has to be some factors that affect their performance in Qudorat.

**Research design**

Two surveys were designed to find the main factors that affect student scores in Qudorat either positively or negatively. The first survey is an electronic one, which was given right after the Qudorat Test. The second survey was given specifically to the top 5% and bottom 5% students to get both the highest and the lowest achievers’ reflections on their performance. 25% of students out of the entire selected population completed the electronic survey. We found that the 48% of students indicated that the biggest challenge was the time vs the number of questions, which is approximately one minute for each question. At the same time, 41% of them indicated that they don’t have the skills to manage the
time during the test. 50% of students didn’t feel that they were ready for the test. 64% of students are planning on studying abroad. 33% of students didn’t have full knowledge about the test. However, 86% of students have been assigned to Qudorat class in the school before. Finally, for the free response question, most of the students suggested that they need more time for Qudorate practice and preparation. In the second survey, for the top 5% and bottom 5% of students we found that students who already took the test at least once before tend to score higher than those who never took it before. It also clued us that students asked for more preparation and practice.

Research implications
The previous statistics revealed some implications about the score drop in Qudorat during the previous three years, such as the students who weren’t engaged during the test and the students who expressed their concern about not having a good knowledge about the test and not having the skills to manage their time during the test. The 86% of students who have been assigned to Qudorat class in school should have scored better in the Qudorat test.

Limitations
There are some challenges we have encountered during our action research, such as giving the test during the last two weeks of the first semester, where students are getting ready for the finals. Also, some students didn’t take the test seriously/weren’t engaged. Finally, the preparation for creating the test and delivering the surveys took longer than we thought.

Conclusion
As a result of this study, students and parents should be reminded of Qudarat Test and its importance frequently. This could be done through letter/emails to parents and through conversation with students from time to time. Also, this study recommends that students should take a weekly Qudorat Test as a preparation for the actual test. I believe this can be done in their Qudarat session. It is better to be computerized. We can develop our own exams with the help of math and Arabic teachers. And we can implement it online with the help of IT members.

References: