**Oral Communication presented by Nabil EL OUARDI from Ibn Tofail University Morocco**

**The Impact of Alternative Assessment on Moroccan University Students' Critical Thinking Skills**

 *Assessment is integral to influencing students' educational experiences and cognitive growth. Conventional assessment approaches, mostly centered on standardized testing and memorization, have been criticized for their inadequacies in promoting higher-order thinking skills. This study examines the influence of alternative assessment methods on Moroccan university students’ critical thinking skills, highlighting the importance of formative assessment, project-based assessment, self-assessment, and peer assessment. The research adopts a mixed-methods approach to investigate the impact of various evaluation techniques on students' autonomy in examining, evaluating, and developing knowledge rather than simply reproducing rote information. The study findings align with literature suggesting that alternative assessment fosters deeper learning, enhanced problem-solving skills, and increased student autonomy. The study emphasizes the necessity of integrating diverse evaluation methods inside the educational system to cultivate critical thinkers adept at addressing intricate real-world challenges. The principal conclusions of this study indicate the necessity of transitioning to more flexible, student-centered assessment methodologies to effectively improve overall learning.*

**Keywords:** *Alternative Assessment, Critical Thinking, Student Learning, Formative Assessment, Higher-Order Thinking Skills, Educational Outcomes*