

Overall, the purpose of this research is to determine and investigate how teachers can implement differentiation in assessment in primary schools, as well as the effects that assessment differentiation has on students' performance. This means that while teachers in Bahrain agree that differentiating assessment is vital and beneficial, they still require workshops that focus on assessment differentiation strategies, clarifying their misconceptions in that sector, and practical opportunities for them to test and apply their knowledge in assessment differentiation. Furthermore, differentiated assessment strategies are essential and implementable in all three stages, such as the Frayer model, concept maps, and exit cards. Differentiating assessment bears a significant responsibility in assisting teachers in tailoring their lessons to the requirements of their students. This would save teachers time and effort since they may utilize the collected data in identifying and planning for their assessment differentiation strategies. Research in differentiation literature indicates that there are three stages of assessment differentiation, i.e., the pre-assessment stage, during-learning assessment, and post-learning assessment stage. Another recommendation is administering a diagnostic test at the start of each semester in order to collect data in regard to the students' interests, learning styles, as well as level and potential. For our study sample, we targeted both male and female primary school teachers in Bahrain who had different levels of education. One of which is the standardized summative assessments, by which teachers must prepare their students for