**Abstract**

**Difference in type of performance based evaluation in project learning strategy based on the web and its effect on developing problem solving skills and cognitive control power in computer and information technology syllabus of preparatory stage students.**

 This research aimed at designing performance based evaluation that leads to identify which type of performance based evaluation (processes/outcomes/both of them) is better in project learning strategy based on the web in developing students' problem solving skills and cognitive control power. The current research seeks to answer the following main question:

What is the effect of difference in type of performance based evaluation in project learning strategy based on the web on developing problem solving skills and cognitive control power in computer and information technology syllabus of preparatory stage students?

The following sub questions are derived from the main question:

1- What type of performance based evaluation is suitable for project learning strategy based on the web?

2- What is the effect of difference in type of performance based evaluation in project learning strategy based on the web on developing problem solving skills in computer and information technology syllabus of preparatory stage students?

3- What is the effect of difference in type of performance based evaluation in project learning strategy based on the web on developing cognitive control power in computer and information technology syllabus of preparatory stage students?

The most important research results are as follows:

 The third group that its projects are evaluated by performance based evaluation type (processes and outcomes) in project learning strategy based on the web has achieved better results than the other two groups in developing students' problem solving skills due to benefiting from both types of performance based evaluation as it is benefited from project final outcome assessment criteria as well as learning processes assessment criteria as a whole. Besides, performance based evaluation and its types have led to raise cognitive control power of the first and second orders of students' three experimental groups but the scores mean of the third group is higher than the first and the second ones.