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## ASSESSMENT PRACTICES

IN THE ENGLISH LANGUAGE CLASSROOMS IN AZERBAIJAN: CASE OF FULL SECONDARY SCHOOL LEARNERS

### PRÁCTICAS DE EVALUACIÓN EN LAS AULAS DE LENGUA INGLESA EN AZERBAIYÁN: CASO DE ALUMNOS DE SECUNDARIA COMPLETA

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#### ABSTRACT

Assessment of student achievement is an important part of a teaching process. The purpose of the assessment is to measure the students' and teachers' performances, to determine the needs for future improvement, and to identify any missing aspects of the program. Recently, there have been many changes in the national curriculum of Azerbaijan and there is a need to adjust assessment procedures to meet the required standards. Therefore, this study was conducted to determine the English teachers' assessment practices in higher secondary classrooms in 20 public schools of Baku. Two instruments were used to collect information for this study including interview and classroom observation. The results of the study revealed that although assessment was the part of classroom practices, not all language skills were assessed. Moreover, most of the teachers still used traditional assessment methods which were not enough to meet the requirements. Furthermore, even if some teachers intended to apply more authentic assessment tools, school condition, teaching hours per week, and the duration of the lessons didn't allow them to meet the targeted goal.

**Keywords:** Azerbaijan, assessment practices, feedback, classroom assessment, secondary education

#### RESUMEN

La evaluación del rendimiento de los estudiantes es una parte importante del proceso de enseñanza. El propósito de la evaluación es medir el desempeño de los estudiantes y maestros, determinar las necesidades de mejora futura e identificar cualquier aspecto faltante del programa. Recientemente, ha habido muchos cambios en el plan de estudios nacional de Azerbaiyán y es necesario ajustar los procedimientos de evaluación para cumplir con los estándares requeridos. Por lo tanto, este estudio se realizó para determinar las prácticas de evaluación de los profesores de inglés en las aulas de secundaria superior en 20 escuelas públicas de Bakú. Se utilizaron dos instrumentos para recopilar información para este estudio, incluida la entrevista y la observación en el aula. Los resultados del estudio revelaron que, aunque la evaluación formaba parte de las prácticas en el aula, no se evaluaban todas las habilidades lingüísticas. Además, la mayoría de los docentes todavía utilizaban métodos de evaluación tradicionales que no eran suficientes para cumplir con los requisitos. Además, incluso si algunos maestros tenían la intención de aplicar herramientas de evaluación más auténticas, las condiciones escolares, las horas de enseñanza por semana y la duración de las lecciones no les permitieron alcanzar la meta prevista.

**Palabras clave:** Azerbaiyán, prácticas de evaluación, retroalimentación, evaluación en el aula, educación secundaria

## INTRODUCTION

Evaluation plays a crucial role in pedagogy focusing on several features of teaching: instructional materials, program of instruction, and student achievement. The latter is reflected in the form of student assessment within the education system. Student assessment is one of the key elements of teaching that encompasses a wide range of methodological techniques (Richards, 2001). It is the process of collecting data about the students' knowledge, skills and attitudes, as well as dynamic changes in these ranges and serves as evidence of student's learning (Miller et al., 2009). Today, the development of objective and reliable assessment system is considered as one of the priority areas in the education field. The school-based assessment focuses on the national curriculum's content standards, which serves to monitor student achievement and progress, to measure improvement over time and to determine the consistency of student performance and educational standards (Davison, 2007). Moreover, assessment of student outcomes sets expectations for evaluating teaching methods, identifies and plans a course of action to address student needs, informs students about their achievement, motivates and helps them plan their development, provides parents and teachers with the feedback about the progress, learning difficulties and special aptitude of the student and guides curriculum design and instruction (Goodrum et al., 2001; Herrera & Macías, 2015). Thus, it is very crucial to be sure that there is a match between assessment tool and course objectives.

Currently, as in many areas, fundamental reforms are being carried out in the field of education in Azerbaijan. Taking into account the needs and requirements of the society, the main purpose of these reforms is to improve the quality of education. As our society became more globalized, it increased the demand for multilingualism in education. In this regard, English language teaching has become more significant by having a strong emphasis on the international, political, social, and economical relations of Azerbaijan as a developing country. English is the second language in Azerbaijan and increasing students' competency in English broadens profitable career opportunities and cultural awareness. Therefore, to satisfy above-mentioned demands, the Ministry of Education concentrated on revising the factors that contribute to the quality of English language teaching, primarily the content of the program, teacher training and the assessment system.

The development of a new assessment system has been identified as one of the priority areas in the education field to obtain objective and reliable information on student achievement across the country, as well as to monitor the compliance with the state educational standards.

The new focus is not only on learning factual knowledge and concepts, but going beyond and connecting, transferring, and applying what students have learned to their daily lives. To ensure this process, there are different task types, such as receptive task types which include multiple-choice, true-false, and matching questions and productive task types, such as open-ended questions, fill-in, or essay type questions, group discussions and presentations which may serve as an effective tool for assessing different lesson objectives. While the focus in classrooms was mainly on memorization of facts and teachers concentrated on receptive task types, now, according to the new assessment model, teachers are encouraged to give their focus to more authentic, namely productive task types. Moreover, considering the powerful intervention of formative assessment, the Ministry of Education included it into the new assessment system.

According to the new evaluation concept in general education system of the Republic of Azerbaijan, there are 3 types of assessment used to measure the student outcomes in the classrooms: 1) initial assessment/diagnostic assessment; 2) formative assessment and 3) final (summative) assessment.

Diagnostic assessment is a form of pre-assessment that lets a teacher identify students' individual strengths, weaknesses, knowledge, and skills prior to instruction. It is primarily used to diagnose students' difficulties and to guide lesson and curriculum planning. A student who is properly guided in the learning process, does not waste time repeating what he/she has learned or unfamiliar to him/her. The importance of this type of assessment is that it gives an opportunity for flexible changes in learning goals and strategies if needed. Moreover, it allows to get information about student's scope of interest and worldview (Farrell & Rushby, 2016).

The student's progress is being monitored through formative assessment with the need to use alternative methods and resources or to give the student an additional impulse to move forward. Monitoring the progress towards the implementation of accepted standards is the driving force of each student's development in the classroom, and a key component of teaching. The teacher manages the learning process through such monitoring, provides feedback to all students, at the same time helps those in need. In this sense, the results of students' actual activities become real indicators for teachers. Formative assessment implies a great variety of methods that teachers use to conduct in-process evaluations of students' learning needs, academic progress, and comprehension during a lesson or course. It helps teachers determine concepts that students are striving to understand, skills that are

complicated to acquire, or learning standards they have not yet accomplished so that adjustments can be made to instructional techniques, sessions, and academic support (Black et al., 2004; Black & Wiliam, 2010; Shepard, 2005). The major target of formative assessment is to accumulate detailed information that can be used to enhance instruction and student learning while it happens.

The summative assessment evaluates the progress made by students towards the development of standards. This type of assessment is used to evaluate student learning, academic achievement and skill acquisition at the end of a defined instructional period— semester, unit, course or a school year. There are different types of summative assessment, such as multiple-choice tests, extended response items, technology-enhanced items, and performance based-assessment (Dixson & Worrell, 2016). Various types of summative assessment eliminate teachers' concerns about test-oriented teaching. The final assessment does not play a leading role in the development of the content standards of the subject, but provides an assessment based on these standards. In addition, the summative assessment does not fully reflect the acquired knowledge, but it is a reliable and adequate indicator of comprehension (Taras, 2009).

However, the implementation of new assessment system, as any newly introduced education program in any country may present important challenges. These challenges may be complex, especially in the context of large-scale assessments that are expected to hold the school accountable for what students have acquired and can do on the basis of their performance on assessments. Therefore, the major concern is whether the teachers are able to meet targeted goals through this assessment system or not. Thus, this paper focuses on the teachers' classroom assessment practices and the evaluation process in the educational system of Azerbaijan. The study seeks to reveal the types of assessment used in English language teaching at schools, the challenges faced by teachers and to what extent they fulfill the national curriculum standards. The study tries to contribute to the research related to language learning practices in full secondary education by analyzing the following research question: What are the assessment methods used in English language teaching in full secondary classrooms, to what extent do they fulfill the national curriculum standards and what are the challenges faced by teachers in the implementation of new assessment system?

For this purpose, the interview with the head teachers of the English language department and the class observations were conducted at 20 public schools in different districts of Baku.

This study is qualitative in nature and was conducted based on primary data. Data was collected from randomly selected 20 public schools in different districts of Baku by using interviews with the Head teachers of English department and English class observation in November 2019. Data collection lasted for 5 weeks. In the first step, the interview was conducted with the Head teachers. Interview questions are shown next:

- **How often do you assess your students?**
- How do you assess reading skills of the students? Describe formal and informal assessment and activities included in these two. What challenges do you face? How do you try to overcome them?
- How do you assess writing skills of the students? Describe formal and informal assessment and activities included in these two. What challenges do you face? How do you try to overcome them? Do you stick to the rubric while grading their writing skills?
- How do you assess listening skills of the students? Describe formal and informal assessment and activities included in these two. What challenges do you face? How do you try to overcome them?
- How do you assess speaking skills of the students? Describe formal and informal assessment and activities included in these two. What challenges do you face? How do you try to overcome them? Do you stick to the rubric while grading their speaking skills?
- Do you give feedback to your students? If yes, how?
- Do you engage students in peer- and self-assessment? If yes, how?
- Are you expected to prepare summative tests yourselves? If no, would you like to make any changes regarding task variation in summative tests? What tasks would you suggest instead of multiple-choice tests?
- To what extent existing assessment system in your school allows you to objectively evaluate students' English language skills?

The total number of respondents was 20. The Head teachers were selected purposefully since in addition to the common teacher responsibilities, one of their duties is to assure the assessment and feedback strategies to be of the highest standards and to have a direct effect on enhancing the quality of teaching and learning. Thus, it was enough to interview and observe the Head teachers to get a general information about schools. Interview questions included general information about teachers, the types of assessment instruments used by them for each language skill, frequency of assessment, challenges that they face, and their recommendations. The interviews were recorded upon the respondents' compliance. In the second

step, classroom observation was conducted to check the consistency of the interview results with the application of assessment practices in the classroom. The classes of some interviewed teachers were observed. The total number of observations was 11. The collected data was analyzed based on descriptive and comparative approach. All recorded interviews were transcribed, the data was coded, and themes were identified.

## DEVELOPMENT

The overall goal of teaching programs is to ensure student achievement and development. Assessment is one of the fundamental indicators of student achievement and teacher competencies that helps to enhance the quality of teaching. It is a set of tools which helps teachers learn whether the objectives have been met by the students or not. Therefore, it is necessary to have sustainable measurement to achieve the objectives. According to Yoneda (2013) the choice of appropriate assessment tool is an important point that teachers have to consider. He explained that the assessment instruments should be unique for each skill according to its scope and aspect. If the assessment is planned well, it ensures effective and accurate determination of a student achievement. This is in line with Brown and Abeywickrama (2019) idea that the assessment is regarded as a continuous process involving a wide range of strategies. The first step in choosing the appropriate strategy is to determine the purpose and scope of the assessment and the second step is to select the skill to be measured. Taking into account the impact of assessment on teaching, learning and school curricula, it is important to design the evaluation tool in a theoretical framework in order to achieve optimal evaluation results (Struyven et al., 2005). In this regard, teachers have to consider five principles, namely, reliability, practicality, authenticity, validity, and washback when creating the assessment tool that measures student learning outcomes (Brown & Abeywickrama, 2019). As they further explained, reliability refers to the degree to which a test is consistent and stable in measuring what it is intended to measure.

Snow and Brinton (1997) also explained that if the results are consistent across two or more administrations, that is, if students take the same results in different situations or exams made by different people shows that the measurement tool is reliable. Practicality involves logistical and administrative issues about making, giving and scoring an assessment instrument. Validity refers to the extent to which inferences made from assessment results are appropriate and meaningful in terms of the purpose of the assessment. Authenticity is about offering tasks that are

contextualized, related to real world and contain natural language.

Finally, washback is about the impact of testing on teaching practices and learning behaviours. It refers to giving feedback to students to enhance their learning. Aligning with those authors, Larsen-Freeman (2000) also emphasized that to make assessment effective both for teachers and students, these key principles must be taken into account while designing and applying an assessment instrument.

Since language teaching is multidimensional, effective choice of assessment tools are very important in foreign language teaching. This includes different areas such as listening, speaking, reading and writing skills, language structures, and vocabulary. The major goal is to make an effective and accurate measurement about student achievements that will match the students' performances in English to the national performance standards (McMillan, 2014). In order to achieve this, the instrument prepared or selected must meet the required assessment principles. In English language teaching, assessment is done to assure that the tools that are developed allow students to display what they actually know and can do (Susuwele-Banda, 2005). In order to ensure validity and reliability, teachers are recommended to conduct assessments over a period of time that are diverse in nature and aimed to give a scope for students to show the extent of the learning (Clark, 2012).

According to López Mendoza and Bernal Arandia (2009), although assessment is one of the key elements of teaching, it is assumed and implemented differently among language teachers. Teachers who took assessment training use it to enhance teaching and learning, while those with no training use assessment for only obtaining grades. Therefore, they argue that undergraduate teacher training programs should offer more language assessment courses. Salema (2017) also studied the assessment practices in secondary schools in Kilimanjaro and noted that the teachers need to attend in-service trainings for setting valid and authentic assessment tests that will really measure the student performance. According to Hughes (2002), the teachers should encourage lifelong learning and strive to increase students' motivation, noting that there is no purpose in doing a specific test that seems to be the sole reason for classroom assignments. For this reason, greater emphasis should be placed on teacher trainings. According to Vandeyar and Killen (2007), changing teachers' philosophy of assessment will lead to the modification of their assessment methods.

To positively address learner anxiety or concern about the assessment, it is crucial to choose appropriate assessment

methods and use alternative testing practices along with traditional ones (Ghaicha & Omarkaly, 2018). In traditional assessment procedures, the goal is to check the current performance or activities of the students through instruments such as multiple-choice questions, matching questions, cloze tests or fill in the blanks. These testing activities may enable students to succeed in the short term rather than in the long term (Baker, 2010).

Nowadays, trained English language teachers understand the need for developing and using new alternative assessment strategies that will help to better control and serve their students in their learning progress. New ways of assessment focus on measuring the usage of language in real life. The English language assessment includes formative and summative large-scale activities. Formative assessment is assumed to be more valuable since it allows teachers to adjust instruction based on results, making modifications and improvements to the strategies that will meet students' needs and produce immediate benefits for students' learning (Rahman et al., 2011). Ongoing feedback by means of assessment enables students monitor their own progress (Tosuncuoglu, 2018). As stated by Graham (2005) there is an increase in the application of more authentic and valid assessment instruments, including portfolio, self-assessment, peer-assessment, projects, performance assignments, concept maps, drama, diagnostic tree, journals, posters, and student interviews. As an example, Yoneda (2013) has applied an English language assessment tool in which he assessed the knowledge of students based on a triangulation principle that facilitates validation of data through cross verification from more than two sources. The instruments included various projects and presentations, tests and vocabulary quizzes.

However, although Graham (2005) stated that there is an increase in the application of effective assessment tools, others conclude that language instructors still rely on traditional assessment methods that assess lower order thinking skills (Brown & Abeywickrama, 2019; Rahman et al., 2011). In this regard, Rahman et al., (2011) have studied the English language classroom assessment and feedback implemented within Junior Secondary schools of Bangladesh. They conducted Focus Group Discussions with students, interviews with English language teachers and the Head teachers of English language department and semi-structured observation of the classes and concluded that although assessment and feedback were the indivisible aspects of classroom practice, implemented assessment methods and feedback in the classroom didn't meet the curriculum requirements. The major reason for that was the teachers not having sufficient knowledge

about the English curriculum. Moreover, the teachers mainly used close-ended assessment instruments which focused only on the lowest level of cognitive domain, namely knowledge and comprehension.

Widiastuti and Saukah (2017) also investigated the English language teachers' formative assessment practices by conducting an interview with three junior high school English teachers and three junior high school students. The study revealed that although the teachers had various understanding of the nature of formative assessment, none of them was in a satisfactory level. The teachers mainly focused on a specific test format instead of using different forms of formative assessment. The study also found that although teachers tried to give oral feedback to students, finding a proper way of giving feedback was challenging for them.

### Findings on the assessment practices in the English language classrooms in Azerbaijan

The purpose of the study was to analyze the current assessment system of English language in public schools of Baku. For this reason, the data was obtained through class observations in higher secondary classes and interviews with the Head teachers of English language department. Table 1 shows the general information about the observed schools and interviewed teachers.

Table 1. Participant Demographics

Schools	Teachers	Gender	Age	Experience (years)	Class size
S 1	T 1	F	53	23	21
S 2	T 2	F	40	15	10
S 3	T 3	F	45	15	11
S 4	T 4	F	41	13	18
S 5	T 5	F	49	17	13
S 6	T 6	F	53	20	10
S 7	T 7	F	48	18	16
S 8	T 8	F	45	18	20
S 9	T 9	F	45	17	9
S 10	T 10	F	52	24	22
S 11	T 11	F	44	19	13
S 12	T 12	F	50	22	9
S 13	T 13	F	55	25	12
S 14	T 14	F	40	12	13
S 15	T 15	F	49	19	10

S 16	T 16	F	42	10	14
S 17	T 17	F	55	22	11
S 18	T 18	F	43	12	12
S 19	T 19	F	55	26	11
S 20	T 20	F	39	12	12
AVERA-GE			47	18	13

Source: researchers

This study involved a total of 20 Head teachers of English language teaching higher secondary classes. Teachers' demography was analyzed according to variables such as gender, teaching experience, and age. All of the respondents were female. 35% had 10 to 15 years of teaching experience, while 15% had the longest 24 to 26 years of teaching experience. The average age of the respondents was 47.

All the respondents mentioned that the existing system in the school doesn't allow to objectively evaluate students' English language skills. The interviewed teachers explained that the assessment instruments should be related to the real-life situations focusing on four language skills namely listening, speaking, reading and writing. However, 90% articulated that it is not possible to cover all four skills due to various issues, such as school condition, teaching hours per week, and duration of the lessons. Having not enough facilities at schools to meet the requirements of the national curriculum standards is also highlighted as a perceived difficulty. The lessons at the higher secondary classes are held only two or three times a week with the duration of 45 minutes, which make it not possible to practice all the skills.

As to frequency of assessment, 40% stated that they try to assess all the students every class, whereas 60% stated that it is not possible to assess students every class because of the class size and duration of the lesson. Based on the observation, 85% of the teachers mostly used various types of questions including yes/no questions, close-ended and rarely open-ended questions as an on-going assessment.

According to the interview results, almost all teachers mentioned that they use alternative assessment techniques along with the traditional ones. However, it was not supported with the observation results. Primarily, 80% of the teachers used traditional assessment techniques which included multiple-choice, true/false questions, gap filling, matching type test items. Besides, 20% of teachers used alternative assessment techniques including, presentations, debates, performance assignments, projects,

self-assessment, peer assessment, drama, and posters. Moreover, their classes were more student-centered. Figure 1 shows the percentage of traditional and alternative assessment techniques used by teachers:

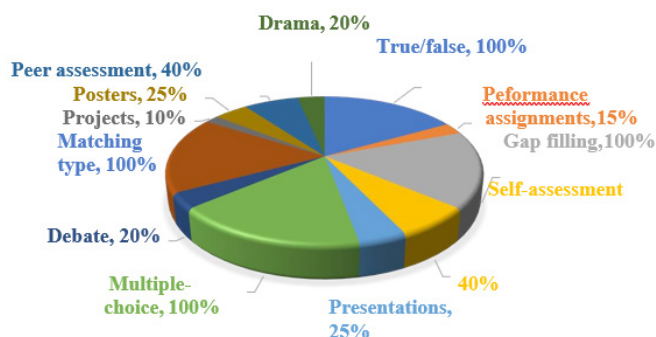


Figure 1. Assessment techniques used by teachers

Source: researchers

The rest of the findings are discussed separately in relation to 4 skills, namely, reading, writing, listening and speaking. As for listening, 15 interviewed teachers stated that there are no electronic devices to use for the listening assessment. Moreover, all teachers mentioned that even though there are listening tasks in the books, the instructors are not provided with audio recordings and they have to read the text out loud and students are instructed to listen to the teacher carefully.

According to the observation, 5 schools have lingua-phone rooms, however, teachers with the age range of 55-60 are not able to use them. 6 interview respondents stated that they are not able to use the rooms frequently since it takes much time and there is only one lingua-phone room in school. During the observation, only one teacher conducted listening task in the lesson. The task was set up correctly and divided into three parts: pre-listening, listening and post listening. According to the interview, only two teachers rarely include listening tasks in the summative tests. As mentioned by interviewees, although listening skill is assessed in the centralized exam at 9th and 11th grades, students are not prepared for it beforehand. Since they don't have exams from listening at lower grades, it is challenging for them to answer listening tasks in the centralized exam.

Based on the observation, there was almost no interaction in English since the instructions were given mostly in Azerbaijani in almost all classes. Answering a question or short discussion with 1 or 2 sentences was considered as a speaking activity. Speaking is not included in summative assessment. 15 teachers claimed that they have no time for assessing speaking skills in summative assessment,

whereas only two of the respondents stated that they measure students' speaking skills through projects, presentations or debates. 3 respondents stated that they assess speaking skills of students in summative assessment through their written answers to short questions.

All teachers stated that they use reading tasks in their classes. However, this claim was not supported by the findings from observation. Although there were reading tasks in the book, such as multiple choice, gap filling, true/false, short-answer questions, teachers made students only read and translate the text. No comprehension tasks were done. Only in 4 classes, teachers did the tasks with students and had a follow up discussion.

There were almost no writing activities in observed classrooms. According to all interviewed teachers, putting one question to an exam paper and students' answers with 2-3 sentences is considered as a satisfactory assessment of writing. However, 10 respondents also stated that students sometimes write very short paragraphs to improve their writing.

Assessment of these paragraphs are not done based on a rubric and mostly focuses on grammar. Content of the paragraph is not assessed. They are not expecting any meaningful content from the students, therefore they focus only on grammar.

For the question regarding the feedback, 15 out of 20 teachers did not have clear understanding about the concept itself. In one of the observations, student answered the question incorrectly and with wrong grammar structure. The teacher asked the student to take his seat without giving any feedback. The rest of the respondents gave general feedback to the students during the classes. It can be given both to the whole class or individually. They mainly provided positive reinforcement and verbal praise, such as 'good job', 'very good', 'thank you'. In the case of speaking, teachers mainly stopped students when they made any mistakes in their speech and corrected them instantly. In the case of reading, students were involved to read the text aloud. If the students made any mistakes in reading, teachers corrected them immediately. In several cases, instructors incorporated peer assessment as well where the students were encouraged to provide feedback to their classmates.

Moreover, 90% of the respondents stated that although they find it not effective, teachers don't assign homework to students according to the new curriculum rules. However, 10% of the respondents indicated that they still assign homework despite of the new system.

Furthermore, to the question regarding the preparation of summative tests, all respondents concluded that the tests are prepared by the Ministry of Education, and they have no suggestion regarding the task variation as they consider the current one practical.

These results revealed that the current system doesn't provide teachers with valuable feedback about the language abilities of their students. The reason for that is teachers' not being able to effectively apply the assessment tools in practice that serve to monitor students' performance due to several issues, namely, school facilities, teaching hours per week and duration of the lessons. Although teachers have to assess students' listening, speaking, reading and writing skills separately according to the national curriculum standards, some of the skills, mainly speaking and listening are either not assessed properly or not assessed at all. Moreover, the assessment is mainly focused on lower level of competencies, namely knowledge and comprehension. Thus, although the assessment system of English language seems effective in terms of theoretical approach which aims to focus on Bloom (1956) higher order thinking outcomes, it is lacking in terms of the practical approach.

## CONCLUSIONS

Assessment of student performance has an important role in learners' ability to apply the language in real life. The present study investigated the assessment practices of English language teachers in higher secondary classrooms in Baku. The findings of the study showed that although assessment was the part of classroom practice, not all language skills were properly assessed. One of the reasons for this was English teachers' not having adequate knowledge about how to assess certain skills. For instance, they mainly used question-answer sessions. However, asking question was only one dimensional and teachers were the only ones to ask the questions. The questions being asked measured only lower-level cognitive abilities, mainly knowledge and comprehension.

Additionally, vocabulary assessment is done through translation from Azerbaijani into English or vice versa instead of giving definitions. Assessment of writing is done only through answering questions with 3-4 sentences and rarely writing short paragraphs. The written paragraphs are not assessed based on any rubric and mainly focuses on grammar. Reading assessment consists of reading and translating the text, the follow-up discussion of the topic is held only in few cases. Teachers mainly asked questions for assessing students' understanding and most of the questions were close ended which measured the lowest level of cognitive domain.

According to the national curriculum standards at the level of full secondary education, by the end of the course, students have to be able to: 1) reflect on the text and information read aloud or listened to; 2) explain ideas using various, complex sentence structures; 3) substantiate their views in discussions and debates; 4) prepare a plan of the read text and write a short summary; 5) write a text with a simple plot and 6) integrate various sources in the process of language learning. However, the results of the study revealed that the abovementioned criteria are not fully measured in the classrooms. The achievement of any educational change, particularly as complex as a curriculum change, predominantly rely on how teachers perceive it and what they do to implement it, as it is the teachers who consider change, incorporating and controlling new concepts and development. Then, although alternative assessment tools should be used according to the new curriculum system to cover all language skills, most teachers still continue to apply only traditional assessment methods and do not consider all the skills in their assessment in order to meet national standards. Moreover, even if some teachers intended to apply more authentic assessment tools, school condition, teaching hours per week, and the duration of the lessons didn't allow them to meet the targeted goal.

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