Lack of using Rubrics in assessing EFL students' writings at Raparin University

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Abstract

This study which is entitled 'Lack of using Rubrics in assessing EFL students' writings at Raparin University' attempts at investigating the use of rubrics as an assessment tool to score students' writing performance. A rubric can be considered as a working guide for students and teachers. It is usually given before the assignment begins in order to get students to think about the standards on which their work will be assessed and scored. However, the use of rubrics in writing assessment is not an instructional tool used by English language teachers at Raparin University. When teachers score students' writing, they each use their own criteria. The result can be very subjective scoring and without clear and reliable standards. This research focuses on whether the EFL teachers at Raparin University use Rubrics as an assessment tool and criteria by which those students' written performances are assessed and graded or not?. To this end, a questionnaire was administered to 12 EFL teachers at Raparin University. The results revealed that most of the participants agree with using rubrics to assess student performance in writing and also acknowledged almost all of the advantages of using them as fair and preserve teachers' professional status. Based on the conclusion obtained from the results, the study has important implications for the use of rubrics as a tool to assess the learners' writing performance.

Lack of using Rubrics in assessing EFL students' writings at Raparin University

1. Introduction

The use of rubrics for assessing students' performances is considered a fundamental issue for EFL teachers to make the assessment process grounded on firm bases. Rubrics consist of a set of criteria by which the students' grade is determined. The purpose of using these criteria is to neutralize the grading and provide feedback to the students for improvement. Lack of using rubrics, on the other hand, leads to biased decisions as there are no bases and criteria upon which the grading and assessment is depended. Consequently, subjectivity and misjudgment prevails the assessment procedure which will have unfavorable results. On many occasions, one single grade might change a whole career!

The rationale behind this study is the question whether the EFL teachers at Raparin University use Rubrics as an assessment tool and criteria by which their students' performances (written) are assessed and graded or not. Thus the aim of the research is to address this issue and provide convincing answers to the above question. In addition to that, the study attempts to identify the significance of using these assessment tools and the degree to which they contribute to make the assessment valid and reliable. It is confirmed by many researchers in the field that scoring without rubric is no more than teachers' overall impression and subjectivity (Andrade, 2000; Jonsson & Svingby, 2007; Silvestri & Oescher, 2006; Spandel, 2006; Popham, 1997; Kohn, 2006; Wolf & Stevens, 2007).

This study examines the viewpoints of EFL teachers at Raparin University to support the claim that lack of rubrics reduces transparency, reliability and validity of writing assessment in general and EFL students' writings in particular. To this end, a questionnaire is designed to have the teachers' opinions about the significance of using rubrics in assessment and, reversely, lack of using rubrics makes the assessment process biased and does not appear to be neutral. A questionnaire was administered to 12 EFL teachers at Raparin University

In the first section of the paper, an overview of assessment/types of assessment is presented. In the next section, the use of rubrics for assessing writing is attended. The other sections are devoted to literature review, methodology, data analysis and results and conclusions and recommendations respectively.

2. Assessment/types of Assessment

Assessment is defined as the "systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence." (Richards & Schmidt, 2010, p. 35). Bachman (2004), in turn, defines it as the process of collecting information about something of particular interest according to procedures that are systematic and substantively grounded. Bachman and Palmer (2010) also state that: "….they (assessments) are designed and carried out according to clearly defined procedures that are methodical and open to scrutiny by other test developers and researchers, as well as by stakeholders in the assessment." (pp. 20-21). All of the

above definitions concentrate on two points: systematicity and criteria/grounds on which the assessment process is based. Assessment could be done by test, interview, questionnaire, observation, etc. There are certain types of assessment depending on the goal (s) for which the process is carried out: formative and summative assessments. The question is in those types of assessments do the students' performances, which are the focal point of the assessment process, assess against certain criteria identified previously by the teacher or not? Moreover, do the students know about those performance criteria before they do any learning activity which become an assessment ground for the teacher? Researchers in the area have varying attitudes towards this issue. Stiggins (2001), for example, maintains that "the students are the key assessment users" (p.17) thus Qasim and Qasim (2015) conclude that ''they [the students] should have an access to the assessment criteria.'' (p. 51). These assessment criteria are the elements of rubrics. Advocates of rubrics contend that assessment rubrics not only enable instructors to make focused and impartial judgments on students' work but also help them effectively track the progress of students over time (Stevens & Levi, 2005; Peat, 2006). Stevens & Levi, 2011 conclude:

> At its most basic, a rubric is a scoring tool that lay out the specific expectations for an assignment. Rubrics divide an assignment into its component parts and provide a detailed description of what constitutes as acceptable or unacceptable levels of performance for each of those parts. Rubrics can be used for grading a large variety of assignments and tasks: research papers, book critiques, discussion participation, laboratory reports, portfolios, group work, oral presentation, and more. (p. 1)

- In the current paper the focus of using rubric, the significance of using rubric to make the assessment process reliable and valid, as an assessment tool for assessing/grading the students' writing performances in EFL classes is the area of investigation. Rubrics can also restrict the students mind power in that they will feel that they need to complete the assignment strictly to the rubric instead of taking the initiative to explore their learning.

3. The use of Rubrics for assessing writing

Rubrics in general can be used for assessing the skills of speaking, understanding, reading and writing required for proficiency in another language. Additionally, they can be used for assessing professional building of individuals such as research process, portfolios, oral presentation, etc. Rubrics as assessment tools contribute effectively in student learning and bringing transparency to the assessment process as well (Wolf & Stevens, 2007), thus they are highly valued in teaching/learning context. In writing in particular, the criteria are assigned by the teacher and given to the students. These criteria reflect, for instance of a piece of writing assignment, the grammar competency, coherent and cohesion of the text, spelling and punctuation, vocabulary choice related to the content or topic of the text, the arrangement of the ideas, the writing style and division of the paragraphs, etc.

Rubrics should be short and simple. Ideally, the entire rubric should fit on one sheet of paper. Each rubric item should focus on a different skill. The table below is an example of a beginner level rubric by which the writing criteria include (descriptors) punctuation, capitalization, grammar, content/ideas and spelling plus the level of assessment/grading contains four levels; needs improvement (1), fair (2), good (3) and excellent (4):

Writing Rubric

	Needs improvement	Fair	Good	Excellent
Punctuation Student uses accurate punctuation.	1	2	3	4
Capitalization Student uses capital letters to begin sentences and for names.	1	2	3	4
Grammar Student uses subject/verb agreement and writes complete sentences that make sense.	1	2	3	4
Content/ Ideas Student writes on topic and adds details.	1	2	3	4
Spelling Student writes most sight words correctly and applies spelling rules.	1	2	3	4

Empirical evidence in assessment and rubric studies confirm that using rubrics can make assessments more reliable and valid (Andrade, 2000; Jonsson & Svingby, 2007; Silvestri & Oescher, 2006; Spandel, 2006; Popham, 1997; Kohn, 2006; Wolf & Stevens, 2007).

4. Literature Review
4.1 What are rubrics?

A rubric can be used for several different purposes for assessing student products and performance. The term "rubric", however, is used in several different ways: there is perhaps no term more confusing than the term 'rubric'. In the educational literature and among the teaching and learning practitioners, the word 'rubric' is understood generally to mean a simple assessment tool that describes levels of performance on a particular task and is used to assess outcomes in a variety of performance-based contexts (Hafner & Hafner, 2003). Many experts believe that rubrics improve students' end products and therefore increase learning. Rubrics will provide the scaffolding necessary to improve the quality of their work and increase their knowledge.

4.2 Why are sharing rubrics useful?
Sharing the rubric with students is vital and only reasonable if we expect them to do their best possible work. It helps students evaluate and revise their own work before submitting their assignments. Scoring rubrics should be written in specific and pure language that the students can comprehend. Most importantly, rubrics improve the quality of teaching. Many teachers become more aware of methods of teaching and of their expectations for students. In addition, teachers also provide feedback to students that enable them to actually improve over time, and reduce repetitive teaching in the classroom. Rubric increases transparency of the assessment process. Providing students the grading rubric would allow the students to better understand the rationale of how the assessment is graded. And also reduces the level of tension that may arise every now and then between the teacher and the student due to students' possible dissatisfaction with the grading. With rubrics, they know what to expect in their assessment.

The significance of rubrics in enhancing students' ability to communicate their ideas effectively, especially in writing, is a big concern by Jaidev (2011) and according to Jaidev, "knowledge of writing rubrics also helps students become more accountable for their own writing, and it allows them to gain a greater sense of ownership of what they have written" (p.1).

Ultimately, it will not only help the students better understand the requirements of an assignment but it will make it easier for the teacher to grade. Rubric helps categorize student's work, so you can generate feedback to students more effectively. This will significantly save teacher's workload.

Rubrics provide students with models of excellent, acceptable, and poor work and provide teachers with performance evaluation and grading criteria. By clearly delineating performance expectation, rubrics help students move toward higher levels of performance and at the same time confirm teachers apply assessment criteria consistently across students. (Jonsson and Svingby, 2007).

When more than one teacher is marking the same assessment, rubric can be used to standardize the grading process, grading becomes more efficient, clear, fair and

accurate. Rubric improves the consistency of grading student work as such rubrics can improve student learning as well as learning experience. There is, however, one drawback to the use of rubrics; the students will want to have rubrics for everything they learn.

4.3 Features of rubrics: Validity and Reliability

A rubric should be easy enough to interpret for instructors and students alike. Both should be able to use the rubric for instruction, assessment, and evaluation. Rubrics should be valid and reliable. A valid rubric measures key aspects central to quality of performance. A reliable rubric yields consistent results for different users. Reliability is increased by using rich, descriptive language. A rubric should also be fair to all students in regards to reading level, language, and examples. Empirical evidence in rubric studies show that using rubrics can make assessments more reliable (Jonsson & Svingby, 2007; Penny, Johnson, & Gordon, 2000; Silvestri & Oescher, 2006; Wolf & Stevens, 2007) cited in (Jeong, 2015). There is also a concern that only having a rubric does not automatically add reliability and validity to an assessment.

How do teachers decide whether a student's piece of writing is deserving of an "A" or a "B"? Rubrics are often used by teachers to grade student work but many authors argue that they can serve more important roles as well. It is true that it is consistent with the understanding that students can become more actively engaged in their own learning if they better understand the criteria against which they are being assessed.

Limitations of rubrics:

With the increase of using rubrics, the limitations of rubrics (Popham 1997; Kohn, 2006, cited in Andrade 2000) became the interest of many researchers. When students are given rubrics, they might question whether the teacher-rater is assessing them based on the rubric, or whether they are being graded on the teacher-rater's overall impression.

The rating process is still vague and teachers have been criticized for basing assessment on their overall impression (Lumley, 2002) Even though previous studies have found using a rubric adds more confidence in a teacher's rating (Silvestri & Oescher, 2006), rubrics themselves have been criticized for inconsistent criteria descriptors and vague language (Lumley, 2002). (Bolton, 2006) notifies that, not all rubrics are well written and developing reliable and valid rubrics requires expert knowledge.

Throughout the review of literature, we found out that adult students have a greater appreciation for rubrics because they reduce uncertainty, clearly articulate the issues that an instructor feels are important and provide the students with a link between assignment, expected outcome, and learning objective. (Bolton, 2006).

Finally, the use of rubrics can help to support a focus on education as a process. As students work to shift their learning "products" upward on a rubric-based scale, they are learning how to improve their own learning skills simultaneously with achieving specific standards. (Stevens and Levi, 2005).

Method

For this research, quantitative and qualitative approaches have been used. A questionnaire was designed for EFL teachers at Raparin University. A questionnaire for EFL teachers was constructed to obtain their concept about the impact of rubrics, role of rubrics, challenges of using rubrics, and anything else if they want to express. We chose questionnaires to save time because they contain all the information that is needed and leave out all the unnecessary information (Brown and Rodgers, 2002). The questionnaire was written in English language and the questions were closed questions where participants were just choosing. The advantage of conducting closed questions is that they are generally quick and easy to fill in the questionnaire. They also make scoring of the answers reliable.

We have chosen a Likert Scale which is having five options like agree to disagree because the questions used are usually easy to understand and so lead to consistent answers. We have chosen to use multiple choices both because it easy to score the answers for me and for the teachers having to decide what to write.

The design of the questionnaire was meant to be clear that consists of two parts. The rationale for choosing participants in the questionnaire and interview is that the number of participants affects the kind of the data and the descriptions you are going to achieve in the research. Having a number of participants (12) gives different options for sampling, and for having similarities and differences from the participants and their data (Mackey and Gass 2011:105).

Participants involved both male and female teachers. A sample of 12 EFL teachers with different specialties as TESOL, Linguistics, Literature and ELT is used because it is a manageable number. The participants were happy to participate because they were aware of the lack of research in this field.

Results

The total number of the questionnaire is 22 items conducted to 12 EFL teachers at Raparin University are analyzed using Microsoft Excel to have the percentage of each of the items. Starting from the first item of the first part of the questionnaire, the results demonstrates as 42% of having criteria to assess students' writing performances which is considered to be a negative impression regarding using criteria to score the performances. In the second item which is on the teachers opinion about considering all the aspects of the performance, the highest percentage (42%) is usually form the five rating degrees which is also considered negative as it is generally confirmed by researchers in the field that while scoring any writing performance all the aspects of that performance should be taken into account. For this purpose, the next four items designed to have their opinion about assessing the written performance on handwriting, content, organization and sentence structures and vocabularies respectively as items number 3, 4, 5 and 6. The percentages of the results are as follows: 59% rated as never assessing the performance on handwriting alone, 42% rated as never however 33% rated as sometimes, 33% rated as sometimes whereas 25% rated as never, and 50% rated as sometimes. In number 7 and 8 which were designed to have the teachers' opinion on rubrics to cover all the

above aspects of the writing performance and the use of rubrics for scoring the performances, 67% rated as always and 34% rated as sometimes, 33% rated as always and 25% as usually in contrast 8% rated as never using rubrics for scoring. The items number 9 and 12 are designed to have the teachers' opinion about identifying the assessment criteria and sharing them with the students, 50% rated as always and 42% rated as usually. Items number 10 and 11 are designed to have the teachers' opinion on assessment criteria as reflecting the learners' proficiency level and being the course's learning objective, 50% rated as always and 33% as usually. The table below illustrates the participants rating of the items against the five rating scales:

Items	Never	Rarely	Sometimes	Usually	Always
1.	8	0	25	25	42
2.	8	0	25	42	2
3.	59	25	0	8	8
4.	42	17	33	8	0
5.	25	17	33	8	17
6.	9	8	50	8	25
7.	0	8	8	25	67
8.	8	0	34	25	33
9.	0	0	8	42	50
10.	0	0	33	17	50
11.	0	0	41	42	17
12.	0	0	58	17	25

In the second part of the questionnaire, the rating degree has changed to four rating scales as strongly disagree, disagree, agree and strongly agree. The same procedure is repeated for the 11 items of the second part. Starting with the first item which is on whether rubrics justify the grades to the students, 50% rated as strongly agree and 40% rated as agree. The second item was designed to have the participants' opinion about using rubrics makes scoring easier, 60% rated as agree with that opinion. In the third item which is about the use of rubrics limits creativity in writing, 80% rated as strongly agree. The fourth and fifth items which are designed to gain the participants support on the opinion that using rubrics for scoring makes the assessment process fair and transparent, 50% rated as agree and 30% rated as strongly agree, 60% rated agree and 40% rated strongly agree. Item number 6 is designed to have the teachers' opinion on lack of using rubrics means lack of criteria for scoring, 40% rated as strongly agree and 30% rated agree whereas 30% rated as disagree. In the seventh item which is about using rubrics reduces subjective decisions to a minimum, 60% rated as agree and 30% rated as strongly agree. Item number 8 is nearly equal to item 4 and 5 which is about fairness of scoring by using rubrics, 50% rated as agree and 30% rated strongly agree. Item number 9 is on using rubrics to keep teachers' status for which 50% rated as agree and 40% rated as

strongly agree. The last item in the second part is on using rubrics to help teachers cover all the aspects of writing in scoring (close to number 3, 4, 5 and 6) of the first part of the questionnaire), 60% rated as agree and 10% rated as strongly agree. The table below illustrates the participants ratings for 10 items of the second part of the questionnaire against the four rating scales of strongly disagree, disagree, agree and strongly agree:

Items	S. disagree %	Disagree %	Agree %	S. Agree %
1.	0	10	40	50
2.	0	20	60	20
3.	10	10	0	80
4.	0	20	50	30
5.	0	0	60	40
6.	0	30	30	40
7.	0	10	60	30
8.	0	20	50	30
9.	0	10	50	40
10.	0	10	50	40

Discussion of the results

The results obtained from conducting the questionnaire to 12 EFL teachers at University of Raparin have demonstrated significant implications on using rubrics for scoring students' writing performance. For the items of the first part, the table above shows that the expectations were much lower. Around half of the participants sometimes or usually have criteria to assess performance (item 1) whereas 42% rated as always, however, this entails no less than 90% rating as always. Rating the second item, the expectations were also did not meet as the teachers' opinion were 42% usually take all the aspects of the performance into consideration while scoring. For the items number 3, 4, 5 and 6, it was expected that at least 90% of the ratings never and rarely should dominate the answers, however, they are somehow neutral in their ratings. The majority of the participants think that rubrics can make the assessment encompass all the aspects of the writing performance with 67% rated as always and 25% rated as usually. In item 8, although the majority of the participants rated positively for using rubrics, the greater rating lies on sometimes which imply their reluctance towards the use of rubrics. Items 9 and 12, however, should be paired together as they refer to the same process of identifying the criteria to students and sharing with them. However, a direct congruence cannot be detected between the ratings of the two items; 92% rated as always and usually for identifying the criteria but 58% rated as sometimes to share those criteria with the students. Items number 10 and 11 can also be paired as the criteria as students proficiency level and course's learning objective respectively. Nevertheless, the rating is more decisive for the former than the later which implies that teachers are dubious to make the assessment criteria the learning objectives.

With regard to the items of the second part, pairing and reference to other items in the same and first part is possible. There are certain points that need to be discussed

here. Item number 1 is in line with the benefit of using rubrics, fortunately, the majority of the participants agree and strongly agree with it. However, when it comes to using of rubrics, the rating percentage has demonstrated teachers being dubious about using them. The participants also agree (60%) that using rubrics makes scoring easier might not be quite congruent with their reluctance towards the use of rubrics. Rating for item number 3 as 80% strongly agree by the participants implies and confirms their reluctance on using rubrics. The items number 4, 5 and 8 can be paired together as they refer to the positive characteristics of using rubrics, fortunately, most of the participants agree or even strongly agree with these benefits, however, it also implies that there are certain obstacles which hinder a proper use of rubrics in their context. In item number 6, however, 70% supported that lack of rubrics means lack of criteria for scoring which is somehow a fair rating. Nearly all the participants agree or strongly agree with the opinion of item number 7. Item number 9 is also indirectly proposes that the teachers' professional status can better be preserved by being fair and transparent through using criteria and rubrics for grading, fortunately the greatest majority agreed or strongly agreed with the view. Item number 10 is nearly equal with items number 2, 3, 4, 5, 6 and 7 of the first part of the questionnaire in that rubrics make the graders take all aspects of the writing performance into consideration. However, compared to these items, the participants are agreed or strongly agreed with the view.

Conclusions and Recommendations

Based on the results obtained by quantitatively analyzing the data and discussing those results, most of the participants agree with using rubrics for scoring students' writing performance. They also agreed with nearly all the benefits of using them such as being fair and maintaining the teachers' professional status. However, the participants are dubious and reluctant on using these grading criteria which might imply that there are certain reasons for it. Overall, the participants' perspective towards using rubrics is considered positive, but the extent to which they use them in their daily practice as foreign language teachers might leave some doubts as rubrics' suitability for large classes is difficult or even not viable. As researchers, we suggest using rubrics by teachers, rubrics help teachers authentically monitor a student's learning process and develop and revise a lesson plan. Additionally, an additional basic advantage is the decided decrease in student complaints about grades at semester's end.

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Rubric Use Rating Questionnaire

Rate the following items by 1-5 scale as follows:
1 Never   2 Rarely   3 Sometimes   4 Usually   5 Always
When you grade (score) the students' writing performance, do you:
_____Have criteria to assess the performance
_____Think you need to take all the aspects of the performance into account
_____Assess the performance on the handwriting alone
_____Assess the performance on the content alone
_____Assess the performance on the organization alone
_____Assess the performance on sentence structure and vocabularies
_____Think rubrics can help you cover all the aspects in your assessment
_____ use rubrics for grading the students' writings
_____agree that criteria for assessing the students' performances should be identified before
_____agree that criteria for grading students' writing reflect their proficiency level
_____agree that assessment criteria are the learning objectives
_____share the assessment criteria with the students

The significance of using rubrics
Rate the following items by 1-4 scale as follows:
1 Strongly disagree   2 Disagree   3 Agree   4 Strongly Agree
_____Rubrics comprehend and justify the grade to the students.
_____Rubrics make scoring easier.
_____The use of rubrics limits creativity.
_____Using of rubrics is a valuable practice to make the assessment process fair.
_____The use of rubrics makes the assessment process transparent.
_____Lack of using rubrics means lack of criteria for grading.
_____Using rubrics reduces subjectivity to a minimum.
_____Using rubrics help the teacher to treat all the learners equally
_____Using rubrics help keeping the teachers' professional status
_____Using rubrics help distribute teachers' focus upon all the aspects of writing assessment

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الملخص

هذه الدراسة التي بعنوان "عـدم اسـتخدام نمـاذج التقيـيم في تقيـيم كتابـات الطلاب اللغـة الإنجليزيـة كلغـة أجنبية في جامعة رابرين "تحاول التحقيق في استخدام نماذج التقييم كأداة لتقيـيم وتسجيل العلامـات لأداء الكتابة لدى الطلاب. ويمكن اعتبار نماذج التقييم كدليل لعمل الطلاب والمعلمين. وعادة تعطى النمـاذج قبل أن تبدأ المهمـة مـن أجل حصول الطلاب على تصور معـين عـن المعـايير التـي سـيتم تقيـيم وتسـجيل العلامـات عـن عملهـم. ومـع ذلـك، فإن اسـتخدام النمـاذج في تقيـيم الكتابـة لا يعتبر فـي ذلـك أداة تعليميـة يسـتخدمها معلمـي اللغـة الإنجليزيـة فـي جامعـة رابـرين. عنـدما يسـجل المعلمـين كتابـات الطـلاب، فـانهم يسـتخدمون المعايير الخاصة بهم. فانـه طبقـا لـذلك يمكن ان تكون النتيجـة المتحصلـة هـي انعكـاس لتقيـيم المعلمـين الشخصـي أي بـدون معـايير واضحة وموثوقة. يركـز هـذا البحـث علـى مـا إذا كـان معلمـوا اللغـة الإنجليزية كلغة أجنبية في جامعة رابرين يستخدمون في ذلك نماذج التقييم كأداة للتقييم والمعـايير وذلـك لأداء هؤلاء الطلاب المكتوب الامر الذى يتم فيه التقييم أو لا؟ ولهذه الغاية، كان يدار الاستبيان علـى **12** مـن معلمي اللغة الإنجليزية كلغة أجنبية في جامعة رابرين.حيث أظهرت النتائج بأن معظم المشاركين قد وافقوا على أهمية استخدام نماذج لتقيـيم أداء الطلاب في الكتابة وأيضا أقروا بالإجماع على اهمية استخدامهم لنماذج التقييم التي توفر المزايا العادلة للتقييم بالإضافة للحفاظ على حرفيـة مهنـة المعلمـين. واستنادا للخلاصـة التي تم الحصول عليها من النتائج، و لدراسة الآثار الهامة لاستخدام النمـاذج كأداة لتقيـيم أداء الكتابـة لـدى المتعلمـين.

پوخته

ئەو توێژینەوەیە بە ناوی " نەبوونی خشتەی هەلسەنگاندن لەهەلسەنگاندنی نوسینی خوێندکاران بۆ زمـانی بیانی لە زانکۆی راپەرین" هەولدان بۆ لێکۆلینەوە لە بەکارهێنانی خشتەی هەلسەنگاندن وەکو ئامرازێك بۆ نمرەدانانی نوسینی خوێندکاران. خشتەی هەلسەنگاندن دەکرێت وەکو رێنماییەك بەکاربێت بۆ مامۆستایانو خوێندکاران. هەمیشە دەدرێت بە خوێندکار پێش ئەوەی ئەرکەکەیان پێ بسپێردرێت کەوا لە خوێندکاران دەکات بیربکەنەوە لەسەر چ بنەمایەك نوسینەکەیان هەلدەسـەنگێندرێت. هەرچەنـدە خشتـەی هەلسەنگاندن وەکـو ئامرازێکی هەلسـەنگاندن نەسـەپێندراوە تـا مامۆسـتایانی زمـان بەکـاری بهێنـن لە زانکـۆی راپەریـن. هەرمامۆستایەو هەلسـەنگاندنی تـایبەت بەخـۆی بەکـار دەهێنێت بـۆ راست کـردنەوەی هەلەی خوێندکاران. دەکرێت دەرئەنجامەکەی زۆر جیاواز بێت بەهۆی نەبـوونی ستانداردی رونـو بـاوەر پێکراو. ئەو تـوێژینەوەیە تیشك دەخاتە سەر ئەوەی مامۆستایانی زمانی بیـانی لە زانکـۆی راپەریـن خشتـەی هەلسـەنگاندن بەکـار دەهێنـن وەکو ئامـرازی هەلسـەنگاندن وەك ئەوەی کە نوسینی خوێندکارانی پێ هەلسـەنگێندراوە یـان نمـرەی بـۆدانراوە یـان نـا؟ بـۆ ئەو مەبەسـتە راپرسـی ئەنجـام دراوە لەگەل ۱۲ مامۆسـتای زمـانی بیـانی لە زانکـۆی راپەریـن. ئەنجامەکان ئەوە نیشان دەدەن کەزۆربەی بەشدار بووەکان لەگەل بەکارهێنانی خشتەی هەلسەنگاندن دان بـۆ هەلسـەنگاندنی نوسـینی خوێندکاران، ئەوە وا دەکـات مامۆسـتا دادپەروەربێت و دوربێت لەگازنـدە. بەپشت بەستن بە دەرئەنجامەکان ئەوە دەخاتە رو کە توێژینەوەکە گرینگی دیـاری هەیە بـۆ بەکار هێنانی خشتەی هەلسەنگاندن وەکو ئامرازێك بۆ هەلسەنگاندنی نوسینی خوێندکاران.