The Range of the Availability and Practice of Authentic Assessment Competencies for Intermediate Stage Teachers in Sharurah Governorate

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Abstract
This study aimed to identify the range of the availability and practice of authentic assessment competencies for intermediate stage teachers in Sharurah governorate, and addition to known the effect of these variables (gender, major, experience)on The range of the availability and practice of authentic assessment competencies . a questionnaire was designed which consisted of (44) items measuring five domains of the availability and practice of authentic assessment strategies competencies .It was applied on a sample which consisted of (67) teachers. results of the study showed that the range of the availability and practice of authentic assessment competencies were highly degree , there were no statistically significant differences were found in the range of the availability and practice of authentic assessment competencies due to the influence of some variables: (gender, major).and differences were found due to the experience variable, also the result show that a high Correlation between availability and the practice for authentic assessment competencies, and there is a statistically significant effect between the degree of availability of authentic assessment competencies and the degree of practice of authentic assessment competencies, and we reached to a multiple regression equation, The study included many recommendations, The most important one was the necessity of providing training programs for teachers in the field of modern assessment strategies in order to improve the ability of teachers in this field.
Keywords: Learning competencies , Authentic assessment, Assessment strategies, Intermediate stage.

1. Introduction:

In general ,the educational assessment forms an important base in the components of the educational process as well as in the teaching process in particular. Teachers can't perform their roles as good trainers without the availability of the basic skills in the field of assessment. Because of the technological and scientific progress which is witnessed by the region , this forced various countries in different around of the world to change the curriculums and were developed it. that's leads to change the traditional assessment methods into new methods that suit the new development .As a result, this leads to the rise of the transformation from behavioral school that focuses on cognition and neglecting the emotional and skilful sides to the cognition school that focuses on all sides especially the higher mental operations such as decision making, problem solving, (The Assessment National Team, 2004, Odeh, 2010:395). Many learning systems deal with assessment as a separate field away from the teaching process and its came in the learning and teaching summative and related directly to tests in which they are considered the only way to measure student's achievement.(Moss , Girard, and Haniford,2002, Abdoh and Sabri, 2010) .There has shown many faults in designing tests such as : concentration on cognitive side only in which it is called memorizing, causing pressure and tense to students, they don't know their performance results unless they have finished their learning terms, it doesn't measure the truth student's ability .Assumptions show that successful students who are getting higher achievements whereas failed students who are getting lower achievements.(Odeh, 2010; Bullens, 2002).

And from here, Recent trends called to a new assessment called alternation or assessment based on performance in order to Draw attention to the forms of failures that are resulted from tests carried out at educational organizations. That assessment assumption that the knowledge is building from students. (Champangne and Newelly, 1992: 841-860).So, focuses are now on aims about learning outcomes that belong to the behavioral aims that are in the form of achievement in which learners reach as a result of the learning process s .Also, teacher's role is transformed from transferring the information to a student's trainer in how to get the information .Therefore, the assessment for the modern method is called authentic assessment or the alternative assessment which uses non-exam assessment tools. Student's performance is now evaluated by learning activities rather than secret tests ,and measure a student's ability to think and how to employ the information in the solution of problems in the actual real situations as opposed to traditional tests that focus on memorizing and to measure the first levels of knowledge in the cognitive domain (Abu Alam, 2005; Mehadat and Mahasneh, 2009; Odeh, 2010 ; Marzano, 2002: 395). The authentic assessment goes along with a kind of learning called authentic learning that is connected with student's daily life. This type of learning does not stop at the information storage, It is focusing on deep understanding and its abilities to apply what he has been learning and taking decisions concerning problems face him.(Sabri and Abdu, 2010 :235). Here, the need is now to raise teacher's basic competencies. So most of the world countries go to train the teacher as a result of

the accelerated changes in the teaching process and the necessity of empowering teachers with the all necessary competencies. So the teacher's possession of the necessary competencies make him apply the assessment strategies and their tools which lead to help students get knowledge in a better way and improve the teaching process.

2. Learning Competencies: Teacher is considered the efficient element in any educational system and so most countries mainly focus on submitting training programs and prepare teachers so as to raise their skills and as teaching triangular.(Sabri and Abdu, 2010: 53). Educators classified the competencies in three types: cognitive Competencies : It is a group of knowledge that relate to learners ,wide cultural experience, having an idea about teaching strategies and the whole assessment, Performance Competencies: It is the ability of the teacher to show clear behavior in the true training situations, Emotional Competencies: It indicates the teacher's views ,intentions and values, Production Competencies :It shows the learner's outcomes that indicate the teacher's use for the cognitive and performance competencies.(Mari,1983; Al - Nagah, 2008:18) .

2.1 Professional competences of the teacher:
Research has concluded that the three most important competencies (competencies lesson planning, implementation and management of the class, and assessment) to be enjoyed by the teacher:
1- Lesson planning competence: The skill of teaching planning is considered the basic skills which represents the mentality of the organization process, and aims to identify work steps that leads to the achievement of the desired goals which is to give the learners a range of meaningful educational experiences (Al-saegh, 2002: 3) so (To'eima, 1999: 68) assured The lesson planning involves the relay group of successful operations carried out by the teacher, namely:
- framing the lesson objectives with a realistic way and appropriate to the level of students' abilities and needs.
 - framing the lesson objectives with a procedural way that clearly. define the desired behavior patterns
- When framing the lesson objectives should be take the various cognitive, affective, and motor levels
 - arrange goals in a logical organization of student can perceive.
2- The implementation competence: a stage capabilities during their job through rehabilitation programs .Also here is an important role for the assessment side in these programs which reflects the importance of assessment in teaching stages and is known
where the teacher seeks to accomplish what is planned in the first phase, This phase includes a large variety of skills that the teacher need to be mastery perhaps the most important lesson presentation skills and component sub-skills such as ; skill configuration, and the diversification of stimuli, and the closure of the lesson, and classroom questions skills, Skill raising motivation, and reinforcement skill, and the skill of using materials and devices, and the skill of class management, and humanitarian dealing skill .(Jamel, 2000).
3- Assessment competence :
Assessment was known since ancient time, though it is recent in Education which determine the value of a particular event or something specific. This means that assessment is away to recognize the strengths to confirm it and seeking more of them, and look for weaknesses to treat or modify. The assessment is considered as integral part of the educational process, and it is essential l component of four components of limiting the objectives, curriculum, and teaching methods (Sabri and Abdu, 2010:39 -53) Thus, the educational process does not work without the assessment. It is safety value and the key of controlling the educational process. which could enable us to measure the efficiency of this process in any step, so the assessment process is continuing , integrated, comprehensive process start with the beginning of the educational situation and accompanies it to the end where it will be reached to suggestions and programs in order to improve the subsequent work and developed it to serve planned objectives previously and based on the assessment process which begins from determine the objective in the form of observable measurement and evaluation procedure and its imperative that accompanied continuing assessment process which enable us to get the necessary information for taking decision about keeping objectives and procedures , or to make adjustment or changes . So assessment is considered as a diagnostic, preventive, comprehensive treatment process designed to discover the strength and weaknesses in educational process for developing, reforming, and enrichment (Melhem, 2012: 40). the assessment defined from the standpoint of (Odeh, 2010: 41) is "A systematic process for collecting and analyzing information in order to determine the degree of objectives and decision-making." Therefore, Zaiton (2007) and Alam (2004) pointed out to the importance of the assessment in the following :
1-Determine the amount of the fruition from the educational objectives Two-Assess the degree of acquisition of knowledge and information is and employ them in different life situations.2- Appreciates the students' ability to use the scientific method of research and thinking and problem solving.3- The range of students represent for the values, trends, and scientific orientation.4- A good indicator to measure teacher performance and effectiveness of teaching. Odeh (2010: 49) and Alam (.2004: 40) indicated that there is many types of assessment:1 - Preliminary assessment: reveals the goals that students mastered before the implementation of teaching. 2- Formative

assessment: goes hand in hand with the teaching process and its provided the teacher and the student feedback related on the success or failure and to determine the power and weaknesses during teaching.3- Summative assessment: comes at the end of a unit of study to judge the extent of the offering through tests conducted by the teacher. Melhem (2012: 39-40) shows that educational assessment characteristics are in the following:

1- The assessment process is an continues process: This means that the learning assessment process or the teacher does not end at a certain point, and the assessment process at the end of a specific period as an assessment for beginning of a new phase.2- The assessment process is a collaborative process: the assessment process relies on the cooperation of all parties of the educational process are the student, parents and the teacher. 3- The assessment process is a comprehensive process: They do not deal with one aspect of the student, but extends to all aspects of cognitive and physical, mental and social growth, as well as all the components of the curriculum, and fundamentals.

2.2 The authentic assessment :strategies and its tools:

In the light of transformation of the learning process and going toward the cognitive theory based on developing the thinking and problem solving instead of behavioral theory that urges memorizing and reminding forced teachers to use new strategies to evaluate student's performance in true situations and focusing on student's thinking and motivation. The favor return to use of this concept to Grant, p. Wiggin in (1989) when he refused to apply the traditional tests on large scales in USA and confirmed the authentic tests that shouldn't be limited in time and need cooperation between personnel. (Cumming, and Maxwell 1999: 118). Of course, the traditional tests of conventional image is no obtrusion suitable as a wherewithal of authentic assessment, Gaskell (1992 :265 -272) suggested that it is necessary to design tests which have these features : consisting of accurate scientific context, focusing on deep understanding and thinking, having methods of building knowledge, relating to lifestyle problem, having multiple choice answers and being in need of continuous search, Herrington &Herrington ,(1990) indicate that teachers are unsatisfied to apply the traditional methods in evaluating students in which they can't measure students' ability precisely and confirmed the importance of authentic assessment in revealing their true abilities of students' and efforts to stimulate students' motivation. Mintah, (2003) defines the authentic assessment as it is an assessment which has many dimensions and to the extent plenty of capacity and skills. Also, it doesn't depend only on paper and pencil tests but it includes many techniques such as: learner's performance observation, doing interviews , revision of previous achievements. Yetes, (2000: 4)defines the authentic assessment as an assessment displays in which students their knowledge and skills by a certain production, which introduced accomplished file. Sabri and Abdu(2010 :235)defines the authentic assessment as it is a kind of assessment connected with student's experience and daily life but it doesn't stop at the information storage as well as it focuses on deep understanding and student's abilities to solve problems and face them. While Mehadat and Mahasneh (2009: 18) defines the authentic assessment as a form of assessment requesting from the student's performance and accomplish authentic life tasks clearly show how to apply the basic knowledge and skills that acquired and learning in order to assess the student's ability in a authentic context closer to daily life. Authentic Assessment aims at achieving the following results:1- developing the learner's skills and his higher mental abilities.2 - is considered as indicator about student's abilities on how to use his knowledge in his operational life and this reflects an indicator on authentic validity. 3- giving the student a chance to evaluate himself in different missions and skills . 3-Focuses on all areas of learning and outcomes. 4- reinforcing the trust between the teacher and his student, where depends an open correction standards for students performance. (Odeh: 2010: 39; Abu Alam, 2001: 95-120; Al Saraf, 2002: 299).

2.3 The Authentic Assessment Strategies:

Muirdhead ,(2002 : 203) shows the authentic assessment strategies focusing on encouraging actual learning through connecting learning with authentic life as well as it Encourages students on critical thinking . Oudeh ,(2010 ::398-400) shows that using various assessment strategies to support students and give them an idea about their performance. Thus, teachers are in need of strategies to improve their students' assessment who are in need of comprehensive assessment for their performance and achievements. There are many authentic assessment strategies which are followed by teachers to evaluate their students such as performance assessment that is based on student's abilities to translate his knowledge into actions (Alam 2004; The National Assessment Team, 2004, Odeh, 2010; Zaitoon, 2007; Al- magableh, 2010 ; Melhem, 2012).

1- The Assessment Strategy based on Performance: A student can use through this strategy what he has learned from the skills in true situations including various activities such as clear presentation, operational, performance, speech, exhibition and roles playing. And this kind came as a response to sharp criticism of the traditional tests that measured the level of memorizing only and do not measure the advanced levels of the cognitive side, Performance assessment shows that the student's ability to transfer knowledge into action and work**. (**Alam, 2004 ; The Assessment National Team , 2004**)**.

2-Pencil and Paper Assessment Strategy: It includes tests to identify student's performance level and his knowledge in previous material which he has studied, and this requires knowledge of the tests nature, ways of building these tests, preparation of classification table application, correction and interpretation of its outcomes.(Al Absi, 2010).

3- Observation Strategy: In this strategy, we take notes on the behavior of the learner to identify the students' attitudes and tendencies and their interaction with their peers. Therefore, it requires from the teacher to repeat the observation to get an accurate judgment about the student. There are two kinds of observation : A-regular observation: it is planned by the teacher, B- irregular observation: it is done spontaneously without previous planning. (Odeh, 2010; Melhem, 2012; Al Hamadi, 2001).

4-Assessment Strategy in Communication :It is based on sending and receiving thoughts between the teacher and student in order to recognize the progress which is achieved by the student. This strategy includes many activities such as (interviews, questions, answers, meetings).(Odeh, 2010 ; Melhem, 2012 ; The assessment National Team ,2004).

5- Self-assessment Strategy: Student should pay attention to the views, beliefs, understanding the performance, range of achieving knowledge and different skills. It assists in developing meta-cognitive skills, problem solving, identifying the weak and strong points. Also, it includes the following activities:(self-assessment, Student's diaries, and files)., (The assessment National Team , 2004; Al Magableh, 2010; Zaitoon, 2007). This type of assessment develop patterns of thinking and problem-solving skills and Upper mental skills, which do not develop by traditional assessment, and focuses on the students accept himself and accept others. . (Al- Wakeel and AL-Mufti, 2005: 179).

2.4 The Authentic Assessment Tools:
Checklist: It is a list of behaviors observed by the teacher or the student and used to measure the learning outcomes. It is graded by using (yes/no) or (agree/disagree) (Melhem, 2012).

Rating Scale : It is a list of behaviors observed by the teacher or the student and used to measure learning outcomes and graded with more than two, three, four or five levels. One of the scaling sides represents the completion of trait existence and the other represents no-treat existence.(AL- Hariri, 2007).

Learning Log: it is a log in which A student expresses his views freely about things that he is reading, listening or watching.(The Assessment National Team , 2004).

Anecdotal Record: The teacher describes the students in a record. The teacher writes down what his students perform through observation and work skills within the team group.(cooperative work).(Odeh, 2010).

3. Previous studies
First: studies of educational competencies for teachers, including the competency of the assessment:

Hamadneh (2006) made a study aimed to discover the amount of having the educational competencies' for Arabic language teachers' necessary for the teaching of literary texts in the secondary stages in Jordan and practicing it from their point of view through the variables (gender, educational qualification, educational experience)and included the following competencies(philosophy and objectives, planning and preparation of lessons, raising motivation, implementation of lesson, activities and teaching aids, classroom management, assessment), the study sample consisted of (74) male and female teachers, the study included a questionnaire of (83) paragraph, the results of study were: Teachers have got most of the competencies and they practice them significantly, the study showed no statistically significant differences in the degrees of having and practicing related to the variables: sex, qualification and educational experience on all competencies including assessment competency, the study also showed the existence of a positive statistically significant correlation between having the educational competencies and practicing them on all competencies including the competency of assessment for the Arabic language teachers at the secondary stage.

Abdullah (2007) made a study aimed to identify the most important essential competencies for secondary school teachers in the city of Aden from their own point of view of in the areas of knowledge, communication, teaching, classroom management, planning and assessment, applied on the sample of 400 male and female teachers, the results showed that There are statistically significant differences at the level of (0.05) for the favor of female teachers in the competencies of planning and teaching, the rest of competencies were agreed. In addition, statistically significant differences were found depending on the type of study (scientific – literary) for the favor of the literary section in some knowledge competencies and communication, and there is a semi-agreement on the rest of the competencies and there are differences for the favor of teachers who have bachelor degrees in all fields.

AL-Khazali & Momani (2010) made a study to determine the most important teaching competencies necessary to lower primary stage female teachers in private schools in the presence of variables, the results showed that the most prominent teaching competencies possessed by female teachers are: the effective use of lesson time, the using of appropriate teaching style, wording of assessment questions in a clear and specific

manner and attracting the attention of students, the results showed no statistically significant differences (0.05) in the degree of having the female teachers for the competency related to experience and qualification for the favor of female teachers with an experience of more than 6 years.

Second: studies related to authentic assessment and authentic assessment competencies:

In the study of (lanting, 2000), which aimed to identify the authentic assessment methods followed by primary school teachers in the assessment of the performance of their students in the subjects of both reading and writing, the results showed that the observation and interview are the two followed styles by teachers to correct the performance of their student.

While the study of (suurtamma, 2004), which aimed to explore the views of mathematics teachers at the secondary level in Ontario / Canada about their experiences on methods of assessment that they are using in the problems they face, the study concluded that the majority of the sample did not have sufficient experiences in the field of educational authentic assessment, and they are using traditional tests.

In a study made by Dweik (2009) which aimed to investigate the degree of knowledge for mathematics teachers 'in the region of the Zarqa that follows the UNRWA' for the concepts and strategies of authentic assessment and the degree of implementation of these strategies, the study was applied on a sample of (20) teachers in mathematics. The results showed that the degree of knowledge of these strategies was medium, and the degree of applying these strategies was low and that the relationship between knowledge and practicing assessment strategies was low.

Caliskan & kasikci (2010) aimed to find out alternative and traditional assessment tools and tools used by teachers of social studies, a questionnaire was applied on a sample of (241) teachers, the results indicated that most of the teachers use the conventional methods, while few of them use alternative methods of assessment.

Abu Shaerah,Ishtewah & Ghabari study (2010) aimed to find out the obstacles of applying the strategy of authentic assessment system for the students of the first four stages of basic education in the province and the Zarqa, a questionnaire was applied on a sample of 50 items distributed on five axes which are: obstacles related to social level, training programs, educational supervisor and school administration on a sample of 363 supervisors, director and teacher who have been chosen in a classification way. The results showed that the obstacles related to the social level came in the first grade, and then obstacles related to training programs, which came in the second grade, in the third grade came the obstacles related to teacher, and in the fourth and fifth grade came the obstacles related to the educational supervisor and school administration. The results also showed the presence of statistically significant differences at the level of (0.05) related to the scientific qualification and position.

Al-Mutairi (2010) made a study aimed to determine the continuous assessment competencies for teachers at the primary stage and to investigate its availability in a sample of primary school teachers in the region of(Al Madina Al-Munawarah) in the presence of the variables: specialization and teaching experience, the study was applied on the sample of (205) teachers, a questionnaire and a list of Note and testing have been used, the results showed the following: the degree of availability for the continuous assessment competencies was medium, for all axes of the questionnaire, the research results also showed no differences in the professional competencies, planning competencies, construction of the continuous assessment tools competencies, application and classroom interaction competencies, analysis and interpretation of results and feedback competencies. The result also showed differences in home duties competencies between the specialization of Islamic studies and Arabic language in favor of Arabic language for the questionnaire tool, the results revealed that as the years of teacher experience increase the degree of availability in having continuous assessment competencies will increase as well.

Zaid (2011) made a study aimed to find out the availability of assessment competencies for the Islamic education teachers of the basic stages at Sana'a governorate, the study was applied on a sample of (32) teachers and used a list of assessment competencies and note card, the results showed the following: The assessment competencies were available in a medium degree, the competency of questions formulation and questions directing came in the first grade with a high degree, in the second grade came the competency of treating questions and answers of students with a medium degree, whereas, the competencies of assessment types and the competencies of the analyzing test preparation were available with a low degree, there were also statistically significant differences in the availability of competencies related to Qualification variable(educational, non-educational) for the favor of the educational one, and there are statistically significant differences in the availability of competencies related to experience variable (short experience, long experience) for the favor of the long experience teachers .

Afanah (2011) made a study aimed to identify the recent trends in assessment, and determine the reality of using' Arabic language teachers at the middle stages in UNRWA schools in the Gaza Strip' the methods of alternative assessment and identify differences according to gender, the researcher used descriptive approach by designing a questionnaire and note card, the study was applied on(60) male and female teachers and (24) directors and supervisors, the research results were the following: the percentage of teachers who use modern

assessment methods was (45%), and the degree score for female teachers was (58%), and the averages for the reality of using the female teachers to the methods of assessment was higher than male teachers in the field of gender variable. The degree of using these methods by male and female teachers from directors and supervisors point of view was (70%)

Al-Shar'a (2011) made a study aimed to reveal the extent of the using Islamic Studies teachers to the strategies of authentic assessment and its tools from the point of view of school directors in Madaba governorate in the presence of some variables: gender, experience and qualification, the study sample consisted of 195 male and female directors. And the results of the study showed that estimates of school directors for the degree of using' teachers of Islamic studies' the authentic assessment strategies and its tools came within a large range, the results also revealed that there were no statistically significant differences at the level of (0.05) on the variables of gender, experience and qualification.

Abu Khalifa's and Khader and Asha's and Hamash's Study in (2011) aims at knowing the degree of applying the first stage teachers for the authentic assessment and its tools at Amman schools in Jordan. The sample consists of (275) male and female teachers. The results show that the pen and paper strategy occupies the first rank whereas the self-revision strategy occupies the second rank .Also, The results also showed the presence of statistically significant differences at the level of (0.05) related to the experiences , scientific qualifications, and the supervisory authority on schools.

A study for Refai and Tawalbh and Ga'ood in(2012) aims at knowing the degree of social studies teachers' practice in the medium primary stage for the authentic assessment strategy in addition to recognize the effects of gender, experience and scientific qualifications in practicing these strategies. The study was applied on a random sample consists of (112) male and female teachers from the First Directorate of Education in Irbid Governorate in Jordan. The results show that teachers' practice for the authentic assessment strategy took medium level rated (3.138) as well as it showed a statistically significant in the practice degree related to gender (for males only), scientific qualifications (for whom getting bachelor degree).Also, it showed no statistically significant appears that related to experience .

A study for Basheer and Barhem in (2012) aims to investigation the degree of using Maths and Arabic teachers in Jordan for the alternative assessment strategy and its tools . A questionnaire was designed to rate the degree of using these strategies and distributed to a sample consists of (86) male and female teachers as well as interviews with (20) male and female teachers were done .The results showing the degree of using pen and paper strategy was noted in a high level while their use for the assessment strategy based on observation occupies the middle level. Moreover, their use for self-revision strategy and the alternative assessment tools was very low. This study doesn't show any statistically significant related to specialty whereas it showed differences related to the number of experience years and training courses.

Zoubi study in (2013)aims to detection the degree of Maths higher primary stage teachers' knowledge in Jordan and their practices for the authentic assessment strategies and their tools in the light of some variables. This study was applied on (91) male and female Maths teachers the results show that the the degree of knowledge and practice for observation strategies was rated (100%)and the degree of knowledge and practice for the students' daily performance was rated (0%). In addition, there is an effect for gender, experience and qualifications variables. and There is an effect for interaction between gender and qualifications in the particular part of male and female teachers' performance concerning the authentic assessment.

Al-Swat study in(2014)aims to determine degree of English language teachers' use for the authentic assessment strategy in which assessment based on performance, communication and observation and its tools such as checklist, rating scale, verbal rating scale in AL_TA'if governorate . Also, this study aims to knowing the degree of authentic assessment use in accordance with these variables: scientific qualifications, experience and number of training courses . The results of this study has reached that English teachers' use for the authentic assessment strategy and its tools was at high levels and there wasn't any statistical significant related to the effect of the scientific qualifications in the authentic assessment strategy and its tools whereas there were many significant related to the effect of experience in which it is supported those who have less than (5)years' experience in the field of teaching.

5. Study Problem:

The traditional systems of assessment are considered And which are limited to tests alone to rule on the individual and making decisions about their future inefficient and has a lack of credibility to judge on a student's progress and enable of scientific material . It only focuses on the first level of cognitive domain Without attention to the mental upper levels, and ignore the students' abilities and capacities and do not measure the learner's ability to apply what they have learned from the knowledge and information in their life situation. The development that is occurred around us and in the whole world made us revise the traditional assessment methods as well as the change of the teacher's role from carrying the knowledge to students to be a students'

trainer how to get the knowledge and this forced to change the traditional assessment methods to be replaced by modern assessment methods that are suitable for the learning situation . As a result, a need rises for the authentic assessment or the alternative to be a solution to avoid the criticisms that are made for the traditional assessment. Also, a student in the authentic assessment has an effective role in doing self -assessment process in which   he can evaluate his progress in learning by himself regardless as it was in the traditional assessment.(Odeh,2010:395) . Boud (2000) warned from the recent assessment (paper and pen)that aren't enough to prepare students for learning all the life in which students' concerns are focused on only getting high marks, as well as his concern in assessment will be based only on cognitive domains and without concern for high   meta-mental   levels. Moreover, through the two researchers' work in teaching higher educational Diploma for teachers and follow-upon the field at schools ,they found that most teachers have suffering failure inauthentic assessment competencies availability and have suffering failure in practice. Also, there is a complaint from teachers about what they suffer from knowledge shortage in applying authentic assessment strategies due to less teaching experience and less training in this field. And all studies in the field of authentic assessment focused on some strategies   regardless to others. And There is a lack in all studies that deal with the competencies of authentic assessment strategies therefore, this study made to detection the degree of the availability and practice of authentic Assessment competencies .

6. Study Questions:
The study will answer the   following questions:
- what is the range of the availability and the practice of the authentic assessment strategies   competencies for the intermediate stage teachers in Sharurah governorate ?
- Are there any significant differences at the level(0,005) in the degree of availability and practice for the intermediate stage teachers in Sharurah governorate using the authentic assessment competencies and their tools that related to some variables : gender , experience and major?.
-Is there any Correlation between availability and the practice for authentic assessment strategies competencies for intermediate stage teachers in Sharurah governorate?
- Is there a statistically significant effect between the degree of availability of authentic Assessment competencies (performance assessment, paper and pen, observation, communication, self-assessment) and the degree of practice of authentic Assessment competencies?

7. Study Objectives:
This study aims at:
- Identifying the availability necessary competencies to apply the authentic assessment strategies.
- Identifying the range of their practice for these competencies.
-Identifying the range of availability and practice of the various competencies in the light of some variables.
-Identifying the correlation between having various competencies and practicing it
For the intermediate stage teachers in medium stages in Sharura governorate.
- Identifying if there is an a statistically significant effect between the degree of availability of authentic assessment competencies(performance assessment, paper and pen, observation, communication, self-assessment) and the degree of practice of authentic Assessment competencies.
- find the multiple regression equation (practice of authentic Assessment competencies on the degree of availability of authentic Assessment to predict the practice from availability

8. The Importance of the Study:
The importance of the study includes the following:
- Showing the new teacher's role in the assessment process as well as using new strategies that   go along with the scientific and technological development .
- It can benefit intermediate stage teachers to recognize the most important authentic assessment strategies and how it can be applied.
- Provide officials and the decision makers at the level of the country obviously about having the necessary competencies to apply the authentic assessment strategies.
-Few studies that take the competencies concerning the application of the authentic assessment strategies.
- Empowering the decision makers to review the educational assessment curriculum of the bachelor and diploma degree in the Ministry of Education.

9. The Procedure Definition
- The two researches define Competencies are a group of knowledge forms, experience and activities that are possessed by Arabic language and Religion teachers when they apply the authentic assessment strategies. In addition, these competencies can be observed   .

- Authentic Assessment Strategies: They are the methods and procedures used by the teacher in which students can be able to perform creative activities and practice high thinking skills and There are five strategies are concern in this research :assessment based on performance, observation , pencil and paper ,communication assessment and self -assessment . (The Assessment National Team, 2004).
- The Authentic Assessment : It is a form of assessment in which a student can be involved in certain activities to get more information about student's ability for applying what he has learned by using new and various situations. (National Assessment Team, 2004; Sabri and Abdu, 2010:235).
- Availability Range of competencies : The availability degree of competencies for Arabic language and religion teachers that is measured by the grades given to the teacher himself on the study tool.
- Practice of Assessment Competencies :It means the uses of the necessary competencies of assessment strategies during the learning situation and can be rated by the teacher himself through his reply on a list of the authentic assessment competencies.
The intermediate Stage : It is the second stage of the general learning stages and it includes the medium first, second and third grades.

10. Study Limits:
This study was limited on the following:-
- Arabic language and religion teachers from the intermediate stage in Sharourah governorate in the first semester for the year 2015-2016 .
- Competencies subject that are concerning on the availability of the authentic assessment strategies and their practice for them .
- intermediate stage teachers in the first, second and third grades in Sharourah governorate.

11. Methodology and Procedures of the Study
The two researchers used the descriptive analytical approach in which they include the theoretical literature related to the subject of the study and the previous studies according to authentic assessment strategies, and developed a tool of the study, which consists of two sides: availability and practice of authentic assessment. The two sides contain five domains: performance passed assessment, paper and pen. Observation assessment, communication assessment, and self-assessment

11.1 The population of study
Consists of Arabic language and Islamic studies intermediate stage teachers in Sharourah governorate for the academic year 2014/2015, they are about (142).

11.2 The study sample
The study sample consists of (67) male and female teachers from Sharourah governorate. Table (1) shows the distribution of the study population according to the independent variables
Table. 1 Frequencies and Percentiles according to study variables

Variables	Categories	Frequencies	Percent
Gender	Male	31	46.3
	Female	36	53.7
Experience	1-3	34	50.7
	3-6	17	25.4
	More than 6	16	23.9
Major	Islamic studies	27	40.3
	Arabic Language	40	59.7
Total		67	100%

11.2 The study tool:
The two researchers developed a measure of authentic assessment strategies of the study, which consists of two sides: availability and practice of authentic assessment. The two sides contain of five domains: performance passed assessment, paper and pen, Observation assessment, communication assessment, and self-assessment, based on the educational literature and previous studies on the subject and the nearby, until the collection of information on the subject of the study. It was also to benefited from studies on the subject, such as study of (Al Mutairi, 2010) and study of (Refai et al , 2012) and study of (Bashir and Barham, 2012), and the study of (Al Zoubi.2013). The final form scale consisted of (44) items distributed to the previous mentioned areas

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11.3 The tool reliability

The reliability of the tool was verified by using internal consistency reliability by using Cronbach's alpha equation. As explained in the table below.

Table .2 Values of Croubachs Alfa reliability of the total degree in the field of: Availability and Practice

Number	Domain	reliability coefficient in availability field	reliability coefficient in a practice field
1	Performance based assessment	.848	.868
2	Pencil and paper assessment	.895	.870
3	Observation assessment	.819	.835
4	Communication assessment	.861	.890
5	Self-assessment	.885	.895
	Total	. 960	.969

To make sure of the reliability coefficient for each area of study tool with regard to the availability of competencies of authentic assessment and practice strategies, It has been stability account for areas using Cronbach's alpha (internal consistency) ranged between (848.0 - 895.0) and the value of reliability coefficient on the area of availability (0,960), while the value of reliability coefficient on the area of practice (0,969), It was considered as an appropriate percent. In addition, these values are considered acceptable for the purposes of conducting the study.

11.4 The Tool validity:

the validity of the tool has been verified by using Content validity for study tool through displaying it with its initial image for a group of arbitrators, and they have been asked to give their opinion and suggest their observations in terms of the language and the appropriate items of the content of the subject of the study, the proportion of agreement with accepted items was ranging from 80% to 100%, proposed observations has been considered to become (44) items in its final form. Ebel (1992 : p555) pointed out that a number of specialists estimate the level of items representation for attribute to be measured is considered a favorite way to verify the content validity for the tool.

12. Findings

First, the results for the first question. what is the range of the availability and the practice of the authentic assessment strategies competencies for the intermediate stage teachers in Sharura governorate ?

To answer this question, researchers used the means and ranks of the range of the availability and the practice of the authentic assessment strategies competencies for the intermediate stage teachers in Sharurah governorate in paragraphs for each domain and the domain s and a tool of the study. As in the table (3) and table (4).

Table .3 Means for the degree of availability, practice and the rank for each competency from the authentic assessment strategies

N	Competencies Domains	Availability Degree			Practice Degree		
		Means	Rank	Level	Means	Rank	Level
	First: the competencies related to the Performance based assessment						
1	I identify the purpose of the **assessment** clearly	2.4627	2	High degree	2.3284	2	Medium degree
2	I identify our own outcomes to be achieved	2.1791	8	Medium degree	2.1940	7	Medium degree
3	I identify the appropriate mechanism for the position of education (submission, role-playing, corresponding)	2.3485	4	High degree	2.2424	6	Medium degree
5	I identify clearly skills to be straightened (cognitive, and emotional, and advanced functionality)	2.6119	1	High degree	2.5522	1	High degree
6	I arrange skills to be evaluated according to their importance	2.2687	6	Medium degree	2.2836	5	Medium degree
7	I put a timetable for carrying out the strategy**.**	2.3433	5	High degree	2.3433	4	High degree
8	I identify the desired performance levels achieved	2.2090	7	Medium degree	2.1194	8	Medium degree
9	Use the appropriate tool for the position of education: rating scale, Rubik , learning log.	2.4179	3	High degree	2.3284	2	Medium degree
10	I identify performance aids required for carrying out the educational situation	1.9254	9	Medium degree	1.9701	9	Medium degree
	The total degree of the domain	**2.3076**		Medium degree	**2.2629**		Medium degree
	Second: the competencies relating to the Pencil and paper assessment strategy						
11	I identify the purpose for which the assessment was built	2.6567	4	High degree	2.5522	6	High degree
12	Analyze the contents course to major and sub-themes	2.3134	8	Medium degree	2.2687	9	Medium degree
13	Classify cognitive goals within levels	2.2985	9	Medium degree	2.2985	8	Medium degree
14	Build Specification Table determination the relative weight of the levels of goals and modules	1.8507	11	Medium degree	1.7612	11	Medium degree
15	Variety between the objective questions and essay questions	2.8060	2	High degree	2.7910	2	High degree
16	Sensitive rules in building of essay, objective paragraphs	2.6119	6	High degree	2.5970	4	High degree
17	Testing out the brochure, taking into account the required instructions	2.9701	1	High degree	2.9851	1	High degree
18	Arrange the right atmosphere for the assessments practice	2.6269	5	High degree	2.5970	4	High degree
19	Correct answers to students according to model the correct answer prepared	2.7761	3	High degree	2.7463	3	High degree
20	Analyze the test results statistically objective analysis	2.0896	10	Medium degree	2.0896	10	Medium degree
21	I interpret the test results which are correct explanation	2.4627	7	High degree	2.4328	7	High degree
	The total degree of the domain	**2.5387**		High degree	**2.5047**		High degree
	Third: - competencies relating to the Observation assessment strategy						
22	Identify the behavior to be observed	2.5821	2	High degree	2.5522	1	High degree
23	Define the practices and required tasks and performance indicators	2.3134	4	Medium degree	2.2537	4	Medium degree
24	I arrange the practices and tasks in a logical sequence	2.1642	5	Medium degree	2.1791	5	Medium degree
25	I design registration practices tool: rating scale, checklists	1.9851	6	Medium degree	1.9701	6	Medium degree
26	I do not feel that the student observed so as not to after the responses	2.6119	1	High degree	2.5522	1	High degree
27	I repeat observation several times to estimate the behavior more accurately	2.3582	3	Medium degree	2.3284	3	Medium degree
	The total degree of the domain	**2.3358**		Medium degree	**2.3060**		Medium degree
	Fourth: competencies relating to the Communication assessment strategy						
28	I determine the objective of the assessment clearly**.**	2.5224			2.4478		
29	I determine a good time to hold the Communication assessment**.**	2.5224	3	High degree	2.5224	2	High degree
30	I arrange the appropriate classroom environment in order to ensure proper application**.**	2.4328	5	High degree	2.3333	5	High degree
31	I set the appropriate function of the assessment interview, questions and answers)	2.5075	4	High degree	2.4478	4	High degree
32	I Use the appropriate linguistic expressions to the level of the learner	2.5672	2	High degree	2.5522	3	High degree
33	Listen Consciously to the responders while answering questions	2.6418	1	High degree	2.6269	1	High degree
34	Prepared a tool for recording information obtained١	2.2273	8	Medium degree	2.2121	8	Medium degree
35	I interpret the data and descriptive students after students assessment	2.3582	7	High degree	2.3284	6	Medium degree
36	I present learners feedback on the strengths and weaknesses of the student to work on avoiding mistakes.**.**	2.3881	6	High degree	2.2985	7	Medium degree
	The total degree of the domain	**2.4639**		High degree	**2.4202**		High degree
	Fifth: competencies related to the application of Self assessment strategy						
37	define the learning outcomes to be evaluated	2.4776	1	High degree	2.4179	2	High degree
38	I design the appropriate efficiency in the assessment (the student file, students dairy).	2.2537	8	Medium degree	2.2239	6	Medium degree
39	Define the time for effective implementation of all	2.3881	4	High degree	2.3433	3	High degree
40	I determine the appropriate assessment for student self-assessment tool	2.4627	2	High degree	2.4328	1	High degree
41	I Involve students in identifying Criteria for judging the contents of the file	2.3731	5	High degree	2.2836	5	High degree
42	I discuss Students work and achievements	2.4179	3	High degree	2.3433	3	High degree
43	I organize Students files facilitates understanding	2.2985	6	Medium degree	2.2239	6	Medium degree
44	I present the file reflects the student's effort and the extent to achieve the objectives set	2.2687	7	Medium degree	2.1940	8	Medium degree
	The total degree of the domain	2.3675		High degree	2.3078		Medium degree
	Total as all	2.4027		High degree	2.3603		High degree

Table (3) shows means the degree of Availability and practice to authentic assessment strategies in the domains of the study: Performance based assessment, Pencil and paper assessment, Observation assessment, Communication assessment, Self   assessment. The result shows that means ranged in the fist domain:

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Performance based assessment of availability between(1.925-2.611) and in practice the range between (1.970-2.552) . The highest degree item (5)" I identify clearly skills to be straightened (cognitive, and emotional, and advanced functionality)", while the lowest degree item (10) "I identify performance aids required for carrying out the educational situation ". In the second domain: pencil and paper which means ranged of availability between(2.089-2.970) and in practice the range degree between (2.089-2.985), the highest degree item (17) " Testing out the brochure, taking into account the required instructions" , while the lowest degree item (20) " Analyze the test results statistically objective analysis". In the third domain: observation which means ranged of availability between(1.985-2.611) and in practice the range degree between (1.970-1.552), the highest degree item (20) " Testing out the brochure, taking into account the required instructions" , while the lowest degree item (26) " I do not feel that the student observed so as not to after the responses ". In the fourth domain: communication which means ranged of availability between(2.227-2.641) and in practice the range degree between (2.212-2.626), the highest degree item (33) " Listen consciously to the responders while answering questions" ,in availability and practice , while the lowest degree item (34 " Prepared a tool for recording information obtained ".

In the fifth domain: self assessment, the means ranged in availability between(2.253-2.477) and in practice the range degree between (2.194-2.432), the highest degree item in availability (37)" define the learning outcomes to be evaluated" , while the lowest degree item (38) " I design the appropriate efficiency in the assessment (the student file, students dairy) ", in practice, the highest degree item(40) " I determine the appropriate assessment for student self-assessment tool" while the lowest degree item(44)" I present the file reflects the student's effort and the extent to achieve the objectives set.

Table .4 Means, and ranks to the degree of availability and the degree of practice of all competencies authentic assessment strategies for the tool as a whole

No	Domain	Means in the field of availability	Rank	Means in the field of Practice	Rank
1	Performance based assessment	2.3076	5	2.2629	5
2	Pencil and paper assessment	2.5387	1	2.5047	1
3	Observation assessment	2.3358	4	2.3060	4
4	Communication assessment	2.4639	2	2.4202	2
5	Self-assessment	2.3675	3	2.3078	3
	Total	2.4027		2.3603	

Table .4 sows that the paper-and-pencil strategy came in the first rank with the degree of having availability (2.5387) and practicing the strategy with the degree of (2.5047) and it is a high degree. The researchers due this result that teachers used to practicing old methods and control their mind and it's a favorite methods who used it for their teaching years, these methods don't need time and effort to teachers because they keep the exams in a special file called question bank and teachers return to it and extract what they want of questions once or twice during the semester unlike the authentic assessment that requires effort and more time in preparation and implementation which causes obstacles to teachers applying it with overcrowded classes and many administrative and academic work as a required for teachers, and it also needs necessary resources and capabilities to be applied. Allam (2004:80) indicates this when he talked about the difficulties faced teachers in applying the authentic assessment. As each (Al Absi,2010, Younis, et al,2004) indicated that this strategy is easy in application and most preferred to all teachers because of their belief that it's the best in measuring the knowledge , skills and the identify the strengths and weaknesses of students, came this result agreed with Bashir study and Barham (2012), and the study of Abu Khalifa, and khather (2011), Al zoubi, (2013) while the communication assessment strategy came in the second rank with the degree of availability (2.4639) and the degree of practice(2.4202) with a high degree in availability and practice, the two researchers due this result that the preparation of this strategy also easy to write a set of questions that guide students in an interview or a conference work, in spite of it takes time and effort in their application, as it's a misleading style of students who have weak in writing skills and was confirmed by(Melhem,2012,Oudeh,2010).and the result agreed with Bashir study and Barham (2012),, and dis agreed with Au khalifa study et al,(2011) and followed the self-strategy came in the third rank with the degree in availability(2.3675) and (2.3078) in practice with a high degree in availability , and intermediate degree in practice, the researchers due this result that this strategy isn't stressful on the teacher, and reduces the burden on them, and this indicated from(Al Wakeel, Al Mofti,2005:178) . The role of the teacher focuses on teaching students how to learn and not provide them with the information and facts as they have done in the past, this type of assessment as independent learning active components for the students, this located a great responsibility of their contributions and personal participation and their incomes(Al Hiti, 2001:7). And this result disagreed with Bashir study and Barham (2012) and the study of Abu Khalifa, et al (2011), agreed with the Mutairi study (2010), While the rest of strategies. The observation strategy came in the fourth rank, with a mean (2.3358)This result agreed with Bashir study and Barham (2012) , while the strategy of performance assessment strategy came in the last rank and came as a medium in the field of Availability with a

mean (2.3076) and this result agreed with Bashir study and Barham (2012) , and both of them came with intermediate degree in availability and practice, the researchers due this result to a lack of awareness of teachers and a lack of ability as the best because of their need to time and effort to mastery and their need also

for adequate training and permanent stimulation from the school administration and educational supervision to carry out to the fullest. in the tool as a whole came in the field availability was highly degree with a mean (2.4027) and this result disagreed with Zaid study (2011) and Al-Mutairi study (2010) and the study of Rifai , and Tawalbeh and Gaoud (2012) and the study of Dweik (2009) and agreed with the study of Al-Shar'a (2011) and the study of Al-Swat (2014).

The second question: Are there any significant differences at the level(0,005) in the degree of availability and practice for the medium stage teachers in Sharurah governorate using the authentic assessment competencies and their tools related to some variables : gender , experience and major. to answer this question means and standard deviations for the response of the sample members were extracted subjects to the areas and the total degree of scale according to the study variables also, three - way ANOVA analysis account was executed to see the impact of variables on the tool as a whole, as contained in tables (5) and (6)**.**

Table .5 Means and standard deviation for the tool as a whole

Availability degree			
Variables	Categories	Total degree	
		M	Sd
Gender	Male	2.325	.455
	Female	2.469	.441
Experience	Less than 3 years	2.314	.395
	3-6 years	2.331	.626
	More than 6 years	2.665	.184
Major	Islamic studies	2.439	.413
	Arabic language	2.378	.477
Practice degree			
	Male	2.141	.511
	Female	2.460	.451
	Less than 3 years	2.252	.424
	3-6 years	2.292	.676
	More than 6 years	2.660	.197
	Islamic studies	2.401	.474
	Arabic language	2.332	.502

Table (5) shows means and standard deviations in the five domains of study : assessment based on performance, assessment -based paper and pen, assessment of observation, assessment of Communion, self-assessment, according to the variables of the study: gender, experience, and major in terms of the degree of availability and the degree of practice authentic assessment strategies as can be seen that the degree of availability and practice strategies authentic assessment regarding to the impact of gender as the average of (2.325) for males is a medium degree , while the average for females (2.469), With regard to experience variable with (2.314) in all strategies and with less than 3 years' experience in terms of the degree of availability and practice assessment authentic strategies as a medium degree , and also for the experience from 3-6 years has reached a mean (2.331) ,and the experience more than 6 years (2.665), with a high degree , but with regard to a major variable which has reached with the major of Islamic Studies (2.40), while the major of Arabic Language (2.33) in all fields of study and to and to see semantics differences, analysis of variance was executed on the total degree of scale as in the following table (6).

Table .6 Analysis of variance on the impact of gender, experience and major on the degree of the total scale.

	Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Post Hoc Test	Experience Var.	Less than 3 years	3-6 years	More than 6 years
Availability degree	Gender	.136	1	.136	.722	.399	Scheffe	Less than 3 years		-.0168-	-.3511-*
	Experience	1.275	2	.637	3.387	.040		3-6	.0168		-.3343
	Major	.177	1	.177	.939	.336		More than 6	.3511*	.3343	
	Error	11.667ᵃ	62	.188							
	Total	400.194	67								
Practice Degree	Gender	.407	1	.407	1.904	.173	Scheffe	Less than 3 years		-.0399	-.4074-*
	Experience	1.539	2	.770	3.598	.033		3-6	.0399		-.3675-
	Major	.258	1	.258	1.208	.276		More than 6	.4074*	.3675	
	Error	13.263a	62	.214							
	Total	389.025	67								

It can be seen from table(6) The results of analysis of variance on the impact of (gender, experience and major) in the degree of availability on the degree of total scale, it has been shown that there is no statistically significant differences at the level of (α = 0.05) between the means related to the total degree of scale due to the difference in (gender, major), the F value calculated for the responses of the sample on the previous variables respectively reached (.722) and (.939) and the level of significance, respectively: (.399) and (.336), and they are all greater than the level of (0.05). And there are statistically significant differences at the level of (α = 0.05) between the means related to the scale due to the difference between the level of Experience variable, the calculated value F for the responses of the sample for this variable reached (3.387).And to level of significance (.040) and is less than the level of (0.05) , also for a practice domain , The results, it has been shown that there is no statistically significant differences at the level of (α = 0.05) between the means related to the total degree of scale due to the difference in (gender, major), the F value calculated for the responses of the sample on the previous variables respectively reached (1.904) and (1.208) and the level of significance, respectively: (.173) and (.276), and they are all greater than the level of (0.05). And there are statistically significant differences at the level of (α = 0.05) between the means related to the scale due to the difference between the level of Experience variable, the calculated value F for the responses of the sample for this variable reached (3.598).And to level of significance (.033) and is less than the level of (0.05) and for the detect the differences the researchers used the Scheffe Statistical method For post hoc comparison, as shown in the following table, with regard to gender variable, the two researchers due to this result that both teachers males and females have a serious desire to keep modern developments in the area of assessment and in the line with the philosophy of the Ministry of Education in the Kingdom of Saudi Arabia in order to develop the Educational process especially in the area of the assessment and they believe that the traditional methods of assessment don't evaluate the students in a correct way, because it focuses on the lowest levels of knowledge , a memorization level, while the authentic assessment served fact, realistic problems which help student to show this skills in scientific situation reflect the reality of the challenges for the student such as conducting research, experiments, activities and other tasks which is meaningful to a student. In addition, this result agreed with the results of the study of Rifai et. al (2012), Zoubi study (2013), while with the regard with the Major: the researchers due the result that similarity condition between the major of Arabic language and Islamic studies in terms of facing the same experience and courses, training workshops, seminars that were organized by the Ministry of Education , in addition , both majors considers as basic material which are reached for all educational stage, the applying of authentic assessment strategies begin in the two majors in the first stage for tis two majors, because it contains realistic life skills which learned by students and benefit them in their life and the assessment of this skill depends on the authentic assessment strategies. This result has been agreed with Bashir's and Barham's study (2012) and Al-Metairie's study (2010). while with the regard with the experience variable, the results indicated the presence of significant differences, and the results showed a posttest by using scheffe test that teachers who have more than 6 years' experience have more availability and practice, the two researchers due to this result that the teachers who have long experience used to apply the authentic assessment strategies because they have a long experience and they are the first trainers and practice the authentic assessment and they have more ability nab more knowledge in preparing and planning this strategies, the benefit from their previous experience how to deal with modern strategies , in addition there is a role of vocational developing program which are applied in the Ministry of Education, and the role of educational supervision in developing teacher ability by giving them observations, and

dairy workshops about the importance of the authentic assessment strategies. Moreover, this result agreed with Al-Mutairi study (2010) and Zaid's study (2011) and disagreed with Rifai's study, Tawalbeh, Gaoud (2012), and Zoubi study (2013).

The third question:

-Is there any Correlation between availability and the practice for authentic assessment strategies competencies for medium stage teachers in Sharurah governorate? To answer this question we use Pearson Correlation between availability and the practice in table (7) below.

Table. 7 The Pearson Correlation between the availability and the practice

Availability	Practice					
	Performance	Pencil and paper	Observation	Communication	Self	Total
Performance	.935**	.486**	.687**	.649**	.692**	.778**
Pencil and paper	.539**	.986**	.644**	.576**	.525**	.775**
Observation	.725**	.631**	.978**	.786**	.763**	.882**
Communication	.736**	.567**	.817**	.953**	.759**	.863**
Self	.745**	.507**	.783**	.730**	.958**	.841**
Total	.778**	.914**	.855**	.860**	.852**	.973**

**. Correlation is significant at the 0.01 level (2-tailed)

The results indicated in Table (7) that the Correlation between the domain of availability and practice to the strategies of authentic assessment were high in all domains and on the total degree of scale reached (.973**) and its significant at the(0.01)level , that's mean the Correlation between the availability and practice were strongly and positively ,this means That the Increase in the degree of availability of strategies of authentic assessment that Increase in the degree practice of this strategies , the two researchers related the results that most competences on all domains in availability and practice are taken same degree, this result disagreed with Dweik's study (2009), which indicated that the Correlation between Knowledgeable and practice of the strategies of authentic assessment became low ,while agreed with the Hamden's study (2006) which indicated that the Correlation between Knowledgeable and practice of the teaching competences in assessment domain became highly .

The fourth question:

- Is there a statistically significant effect between the degree of availability of authentic Assessment competencies (performance assessment, paper and pen, observation, communication, self-assessment) and the degree of practice of authentic Assessment competencies? To answer this question we use the multiple regression techniques as in table (8) and (9) below.

Table .8 analysis of variance for the explanatory power for the total model and the Correlation Coefficient.

Model	Sum of Squares	Df	Mean Square	F	Sig.	R	R^2
Regression	15.002	5	3.000	241.504	.000[b]	.976[a]	.948
Residual	.758	61	.012				
Total	15.760	66					

Table .9 Regression Coefficient values and statistical significant tests for these Coefficients

Dependent Variable	independent Variable					
Y	(Constant) *B*	Performance	paper and pencil	Observation	Communication	Self
Coefficient values	-.196-	.134	.238	.181	.294	.210
T (values)	-2.445-	3.042	8.953	3.453	5.325	4.514
Sig.	.017	.003	.000	.001	.000	.000

From the last results, we conclude the following: We use the Multiple regression analysis , (f) value reached (241.504) and significant level reached (.000) , this mean there is a statistically significant effect for the degree of availability of authentic Assessment domains on the competencies   degree of practice of authentic Assessment competencies, also The explanatory power for the model reached ($R2 = .948$)and it's a high explanatory power , this mean that the availability of authentic assessment domains explain what proportion (.948) with the degree of practice of authentic assessment competencies and the residual(.048) attributed to other factors. Also we conclude that the explanatory variables for the degree of availability of authentic Assessment(performance assessment, paper and pen, observation, communication, self-assessment) and the degree of practice of authentic Assessment competencies was a statistically significant with appositive forms on the degree of   practice of authentic   Assessment competencies and we reached to the following   multiple regression equation:

practice of authentic Assessment = -.196- + .134 × performance + .238× paper and pen + .181× observation + .294× communication + .210× self-assessment

The last result pointed that the increase in availability of authentic Assessment competencies leads to increase in practice of authentic Assessment competencies , the two researchers attribute this natural result to without having a knowledge of availability for competencies we can't   practice any skills, also, some teachers practice the assessment without knowledge especially teachers who have less experience, or they are not qualified in teaching an assessment, and some of them are practicing without knowledge, therefore increasing of availability leads to increasing of practice.

13. Recommendations:
In the light of the outcome of the present research results, the following recommendations can be presented:
- Holding trainings programs for teachers, supervisors, and principals about the authentic assessment strategies.
- Establishing the assessment unit in directorates of Education focusing on studying the development domain to awareness the teachers.
- Developing the academic courses at the universities as educational evaluation and curriculum which including authentic assessment strategies.
- Applying a field study about the knowledge and practice teachers in secondary schools and difficulties my face.
- Applying a field study about building a trainings programs for developing the teachers competences in the domain of the authentic assessment.

14. Conclusion
The authentic assessment strategies focus on encouraging actual learning through connecting learning with authentic life as well as it encourages students on critical thinking**,** and It is a form of assessment in which a student can be involved in certain activities to get more information about student's ability for applying what he has learned by using new and various situations**.** The results of the study showed that the range of the availability and practice of authentic assessment competencies were highly degree ,there were no statistically significant differences were found in the due to the influence of some variables: (gender, major).and differences were found due to the experience variable, also the result show that a high correlation between availability and the practice for authentic assessment competencies, and there is a statistically significant effect between the degree of availability of authentic assessment competencies and the degree of practice of authentic assessment competencies, this mean the increase in availability of authentic assessment competencies leads to increase in practice of authentic Assessment competencies.

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