

GENERAL OVERVIEW OF ASSESSMENT TYPES

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ABSTRACT

This article is about assessment and its types, as well as assessment of students studying English as a second language.

Keywords: *technologies, assessment, traditional, Formative assessments, summative assessment, academic success, feedback, motivation, evaluation methods.*

ANNOTATSIYA

Mazkur maqola baholash va uning turlari hamda ingliz tilini ikkinchi til sifatida o'qiyotgan o'quvchilarni baholash to'g'risida yozilgan.

Kalit so'zlar: *technologies, assessment, traditional, Formative assessments, summative assessment, academic success, feedback, motivation, evaluation methods.*

АННОТАЦИЯ

Эта статья посвящена оцениванию и его видам, а также оцениванию студентов, изучающих английский как второй язык.

Ключевые слова: *технологии, оценивание, традиционное, формирующее оценивание, суммативное оценивание, успеваемость, обратная связь, мотивация, методы оценивания.*

INTRODUCTON

Assessment is a broad concept that encompasses all of the different techniques used to assess the degree of the success of a person. Assessment refers to the techniques used to evaluate the achievement of learning outcomes in teaching and learning contexts. Similarly, assessment is concerned with the attainment of professional standards or excellence in professional contexts (edglossary.org/assessment).

It is impossible to distinguish assessment from curriculum. Assessment is crucial as it has a substantial influence on learning and is a measure of the quality of a program's learning and teaching activities. Choosing an assessment approach, for example, is an important aspect of the curriculum preparation process. The assessment approach used must demonstrate that the program's goal is being met. Furthermore, assessment informs much of the curriculum, which is structured to focus on the

components of the curriculum most directly related with the assessment needs. (“Guidelines for online assessment for educators”, November 2016).

DISCUSSION AND RESULTS

According to Johannessen (2009) assessment provides a number of secondary benefits including:

- **Grading:** evaluation can be used to convert accomplishment into a point on an arbitrary scale and to assess the readiness of students for professional accreditation.

- **Motivation:** Evaluation may concentrate learning by creating an end point that brings the completion benefits or grades with it.

Part of the learning process: appraisal exercises will direct people to learn and relearn the subject matter.

- **Feedback:** evaluation provides people with opportunities to track performance quality and identify areas for enhancement.

Evaluation competence is necessary for treatment in order to maintain professional standards and to recognize areas for professional advancement and educational needs. Additionally, evaluation of competence may encourage healthy, ethical and productive workforce, and enhance learners’ knowledge and motivation toward the subject. (Inbar-Lourie and Shohamy, 2009; Johnstone, 2009).

School closures and remote or blended learning plans mean that understanding student awareness and the learning process is more essential than ever. Students need to recover and continue to learn lost abilities, and you need to know how to make your lesson plans successful. Evaluations can be hard to correctly arrange and time-consuming to score. Moreover, as an instructor, the student progression isn't just a number on a report card (Moore, Dickon-Dean, and Galeyn, 2011).

Several scholars worked on the different types of assessment. There are 6 types of assessment to use in classroom (Teach Thought Staff): Diagnostic Assessment (as Pre-Assessment), Formative Assessment, Summative Assessment, Norm-Referenced Assessment, Criterion-Referenced Assessment, Interim/Benchmark Assessment.

Assessments and online platforms are two of the major ideas explored in this study. This study focused on two types of assessments: formative and summative assessments. Online summative assessment research has discovered a variety of interesting findings, including student preferences (Marriot, 2009), flexibility and help instructional workload (Stevens, 2018), and improved instructor efficacy (Donelli-Sallee, 2018). Formative assessments are critical to students' overall achievement since they both evaluate students' progress and guide instructors on areas for development. As a result,

the use of online tools to support these evaluations is likely to increase performance. The study of literature focuses on the function of assessments and platform facilitation in student performance. (“Channeling Assessments in English language learning via Interactive Online platforms” Astri Yulia¹, Nor Azilah Husin, Faiz I. Anuar, 2019).

Summative evaluations, which measure "learning," fail to offer educators with timely information on how to change their teaching or what topics to re-teach. When summative evaluations are given online, the basis of the assessment can be changed. The ability to provide the summative evaluation online allows it to be done at any time, in any location, and in any space. This new feature may alter how instructors approach summative assessment. (“Guidelines for online assessment for educators”, November 2016).

One of the techniques of summative assessment is achievement test. A skill or knowledge achievement test is a test of acquired skill or knowledge. The most frequent sort of achievement test is a standardized examination designed to assess skills and information gained at a certain grade level, typically through organized teaching such as training or classroom teaching (Hawaii Department of Education. 1999, November 19).

Keep some best practices in mind no matter what kind of summative evaluation you give your students (Birenbaum et al., 2005, p. 3):

- Keep it real-world relevant where you can
- Make questions clear and instructions easy to follow
- Give a rubric so students know what is expected of them
- Create your final test after, not before, teaching the lesson
- Try blind grading: do not look at the name on the assignment before you mark it.

Formative assessments, on the other hand, are given often by teachers during a learning unit to measure student learning as it occurs. Formative online evaluations provide the same benefits as traditional tools but can also take on new forms. Examples include the usage of multimedia and the simplicity with which numerous submissions may be made. (“Guidelines for online assessment for educators”, November 2016).

Formative assessments used in the classroom provide continual feedback with the purpose of improving teaching and learning. Another goal of formative assessment is to facilitate learning as it occurs throughout the course of education. Formative assessment activities are integrated inside instructions with the goal of monitoring learning and assessing learners’ grasp of the material (“Channeling Assessments in English language

learning via Interactive Online platforms” Astri Yulia¹, Nor Azilah Husin, Faiz I. Anuar, 2019).

Scott notes that “formative assessment encourages a conversation with learners to explain their current notions and to assist them in the construction of scientifically acceptable concepts”.

There are several techniques in formative assessment which can be used during the lesson. The most useful techniques that can be used through online are writing essays, peer evaluation, case study, online games, student journaling, blogging etc.

- Case studies are a teaching method (not a theory) that refers to given scenarios based on events in which students record, implement, observe, analyze, conclude, recommend or summarize. Case studies are developed and utilized as a tool for analysis and discussion (Feagin, J., Orum, A., and Sjoberg, G. (Eds.), 1991).

The discussion strategy is one of the most well-known for presenting cases (Herreid, 1998), and it is one that I frequently use in the online classroom. Instructors might offer a situation in which students must make an assessment.

- Essays are adaptable and can be used to measure higher-order learning capabilities. They are, however, time-consuming for instructors to score. When essays are submitted online, it may be easier to grade them using online rubrics or a web marking scheme with ready comments or other anticipated answers. These comments may be placed onto the electronic essay, or new ones can be added. Subjectivity, on the other hand, may be a problem throughout the marking process (“Guidelines for online assessment for educators”, November 2016).

- Online games provide great chances for assessment. They may create a secure, creative atmosphere for children to explore, cooperate, and solve challenges. They may be utilized for a range of evaluation kinds in practically all educational fields (“Guidelines for online assessment for educators”, November 2016).

- Journaling is a highly effective method for stimulating student reflection, and teacher educators may choose to grade the diary entries using a rubric. At http://ar.cetl.hku.hk/am_rj.htm, the Centre for the Enhancement of Teaching and Learning gives thorough information on journal evaluation (Chan, 2009). Journals are normally private, with only the teaching staff and the particular student having access to them. When there are a big number of students engaged, it might be difficult to grade journals.

- Blogging is comparable to journaling, but it has additional options for providing access to information. A student or students can create private, semi-private, or public blogs. Blogs may be evaluated in the same way as journals can. When it comes to

building a professional online profile, blogs are an especially beneficial tool for teacher educators and teacher students (POI).

CONCLUSION

On diagnostic assessment teacher will get the details he needs to grasp student awareness and involve the entire classroom when he structure diagnostic tests around his lesson. Diagnostic tests can also help to benchmark student's progression. Diagnostic evaluation is a form of pre-assessment that enables a teacher to determine the individual strong points, weaknesses, knowledge, and abilities of students prior to instruction. It is primarily used to diagnose student problems and to guide the planning of lessons and curriculum. The diagnostic evaluations are intended to evaluate individual learners' development in comparison to several reference points ("Framework for Diagnostic Assessment of Science", Philip Adey, January 2012).

It is obvious from this article that assessment is a notion which includes diverse types of methods to evaluate learners' achievement in teaching. However, all types of assessment have their place and time to use.

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