

THE KINDS OF ASSESSMENT AND THEIR USAGE IN EDUCATIONAL PURPOSES

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Abstract: *The article reveals the peculiarity of assessment in current context – education. A major concern with the use of educational assessments is the overall validity, accuracy, and fairness when it comes to assessing English language learners. Consequently, it would in many cases be inaccurate and inappropriate to draw conclusions from students' normative scores. Research shows that the majority of schools do not appropriately modify assessments in order to accommodate students from unique cultural backgrounds.*

Keywords: *assessment, evaluation, teaching, learning, course, normative score, feedback, portfolio, standard.*

Аннотация: *В статье раскрывается особенность оценивания в современном контексте – образовании. Основной проблемой использования образовательных оценок является общая достоверность, точность и справедливость, когда речь идет об оценке изучающих английский язык. Следовательно, во многих случаях было бы неточным и нецелесообразным делать выводы из нормативных баллов учащихся. Исследования показывают, что большинство школ не изменяют должным образом оценки, чтобы учесть учащихся из уникального культурного наследия.*

Ключевые слова: *оценка, оценивание, преподавание, обучение, курс, нормативный балл, обратная связь, портфолио, стандарт.*

Annotatsiya: *Ushbu maqolada baholashning zamonaviy sharoitda - ta'limda o'ziga xos xususiyatlari ochib berilgan. Ingliz tilini o'rganuvchilarni baholashning umumiy asosliligi, to'g'riligi va adolatligi ta'limni baholashdan foydalanishning asosiy muammosidir. Binobarin, ko'p hollarda o'quvchilarning me'yoriy ballaridan xulosa chiqarishi noto'g'ri va amaliy bo'lmaydi. Tadqiqotlar shuni ko'rsatadiki, aksariyat maktablar o'ziga xos madaniy kelib chiqishi o'quvchilarini ta'lim berish uchun to'g'ri baholanmaydi.*

Kalit so'zlar: *baholash, baho berish, o'rgatish, o'rganish, kurs, me'yoriy ball, fikr-mulohazalar, portfolio, standart.*

Educational assessment is the process of documenting, usually in measurable terms, knowledge, skill, attitudes, and beliefs. It is a tool or method of obtaining information from tests or other sources about the achievement or abilities of individuals. Often used interchangeably with test.[4,6] Assessment can focus on the individual learner, the learning community (class, workshop,

or other organized group of learners), the institution, or the educational system as a whole (also known as granularity). The word 'assessment' came into use in an educational context after the Second World War. [5,2] The final purpose of assessment practices in education depends on the theoretical framework of the practitioners and researchers, their assumptions and beliefs about the nature of human mind, the origin of knowledge, and the process of learning.

The term assessment is generally used to refer to all activities teachers use to help students learn and to gauge student progress. [1,46] Assessment can be divided for the sake of convenience using the following categorizations:

1. Initial, formative, summative and diagnostic assessment
2. Objective and subjective
3. Referencing (criterion-referenced, norm-referenced, and ipsative)
4. Informal and formal
5. Internal and external

Assessment is often divided into initial, formative, and summative categories for the purpose of considering different objectives for assessment practices.

- Placement assessment – Placement evaluation is used to place students according to prior achievement or personal characteristics, at the most appropriate point in an instructional sequence, in a unique instructional strategy, or with a suitable teacher conducted through placement testing, i.e. the tests that colleges and universities use to assess college readiness and place students into their initial classes. Placement evaluation, also referred to as pre-assessment or initial assessment, is conducted prior to instruction or intervention to establish a baseline from which individual student growth can be measured. This type of an assessment is used to know what the student's skill level is about the subject. It helps the teacher to explain the material more efficiently. These assessments are not graded. [3,112]

- Formative assessment – Formative assessment is generally carried out throughout a course or project. Formative assessment, also referred to as "educative assessment," is used to aid learning. In an educational setting, formative assessment might be a teacher (or peer) or the learner, providing feedback on a student's work and would not necessarily be used for grading purposes. Formative assessments can take the form of diagnostic, standardized tests, quizzes, oral question, or draft work. Formative assessments are carried out concurrently with instructions. The result may count. The formative assessments aim to see if the students understand the instruction before doing a summative assessment.

- Summative assessment – Summative assessment is generally carried out at the end of a course or project. In an educational setting, summative assessments are typically used to assign students a course grade. Summative assessments are evaluative. Summative assessments are made to summarize what the students have learned, to determine whether they understand the subject matter well. This type of assessment is typically graded (e.g. pass/fail, 0-100) and can take the form of tests, exams or projects. Summative assessments are often used to determine whether a student

has passed or failed a class. A criticism of summative assessments is that they are reductive, and learners discover how well they have acquired knowledge too late for it to be of use.

- Diagnostic assessment – Diagnostic assessment deals with the whole difficulties at the end that occurs during the learning process.

Jay McTighe and Ken O'Connor proposed seven practices to effective learning. One of them is about showing the criteria of the evaluation before the test. Another is about the importance of pre-assessment to know what the skill levels of a student are before giving instructions. Giving a lot of feedback and encouraging are other practices.

Educational researcher Robert Stake explains the difference between formative and summative assessment with the following analogy:

When the cook tastes the soup, that's formative. When the guests taste the soup, that's summative. [7,15]

Summative and formative assessment are often referred to in a learning context as assessment of learning and assessment for learning respectively. Assessment of learning is generally summative in nature and intended to measure learning outcomes and report those outcomes to students, parents and administrators. Assessment of learning generally occurs at the conclusion of a class, course, semester or academic year. Assessment for learning is generally formative in nature and is used by teachers to consider approaches to teaching and next steps for individual learners and the class. [2,26]

A common form of formative assessment is diagnostic assessment. Diagnostic assessment measures a student's current knowledge and skills for the purpose of identifying a suitable program of learning. Self-assessment is a form of diagnostic assessment which involves students assessing themselves. Forward-looking assessment asks those being assessed to consider themselves in hypothetical future situations.[6,14]

Performance-based assessment is similar to summative assessment, as it focuses on achievement. It is often aligned with the standards-based education reform and outcomes-based education movement. Though ideally they are significantly different from a traditional multiple choice test, they are most commonly associated with standards-based assessment which use free-form responses to standard questions scored by human scorers on a standards-based scale, meeting, falling below or exceeding a performance standard rather than being ranked on a curve. A well-defined task is identified and students are asked to create, produce or do something, often in settings that involve real-world application of knowledge and skills. Proficiency is demonstrated by providing an extended response. Performance formats are further differentiated into products and performances. The performance may result in a product, such as a painting, portfolio, paper or exhibition, or it may consist of a performance, such as a speech, athletic skill, musical recital or reading.

Conclusion. A major concern with the use of educational assessments is the overall validity, accuracy, and fairness when it comes to assessing English language learners. Consequently, it

would in many cases be inaccurate and inappropriate to draw conclusions from students' normative scores. It shows that the majority of schools do not appropriately modify assessments in order to accommodate students from unique cultural backgrounds. This has resulted in the over-referral of students to special education, causing them to be disproportionately represented in special education programs. Although some may see this inappropriate placement in special education as supportive and helpful, research has shown that inappropriately placed students actually regressed in progress.

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