

FORMATIVE AND SUMMATIVE ASSESSMENT IN TEACHING PROCESS

Abdiyeva Adolat Durdikuliyevna¹, Choriyeva Durdona Anvarovna² & Abdunazarova Zulayho³

¹Assistant professor, Foreign language faculty, Tashkent State Pedagogical University, **UZBEKISTAN**

²Lecturer, Faculty of primary school the department of psychology, Tashkent State Pedagogical University,
UZBEKISTAN

³Lecturer, The branch of Tashkent State Pedagogical University in Shahrizabz, **UZBEKISTAN**

ABSTRACT

The article is devoted to formative and summative assessment of their organizational processes, their differences in the educational process. Evaluation allows both the teacher and the student to track progress in achieving learning goals, and they can be approached in various ways.

Keywords: Formative and summative assessment, methods, educational, students' abilities. combine, approach, achievements.

INTRODUCTION

In education, the term **assessment** refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

All assessment activities have their limitations. Any individual assessment (summative or formative) can only give a snapshot of a pupil's achievement on a single occasion. This may prevent teachers from drawing clear conclusions about end-to-end strengths and weaknesses. Some teachers believe that formative assessment can impede upon lesson time itself, with a requirement to rush through learning to proceed with assessments and evaluations. Unlike summative assessment, that cumulates towards the end of a segment and is planned and prepared for, formative assessment relies upon educators to take time from their current learning schedule, even when the results lack weight in the school's overall marks. What's more, with students potentially aware that this type of assessment has no bearing on their final grades, they may take formative tests less seriously. This could lead to skewed results and teachers misreading the feedback. Summative assessment, meanwhile, has been blamed for forcing teachers to educate with no room for creativity, and teaching 'to the test'. Students may be expected to spend hours drilling specific exercises instead of other creative and engaging exercises that inspires an interest in less conventional subjects.

There are alternative ways of assessing pupils progress and enhancing learning with summative and formative assessment. Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs.

Materials and methods

In contrast, summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

National exams and standardised tests leave little room for adaptation or creativity, but a midterm assessment or a module final, however, could be tasked as a visual presentation, a long-form test, or an individual essay. Technology-enhanced assessment requires students to interact with exam material in various ways — dragging and dropping answers, highlighting relevant data, and completing sentences or equations in a drop-down menu. This fosters students' digital literacy and prepares them for life after education. By allowing students to explain their material in a medium they feel comfortable with, such as on mobile devices or on an interactive front of class display like ActivPanels, teachers get an accurate picture of their pupils' understanding. This gives much greater opportunity for students to demonstrate their particular skills. Teachers can also set final exams or assessments in a form that resembles vocational assessments or job applications. This style of assessment can cover a broad range of material, and prepare older students for performance reviews and projects in a working environment, providing a stepping stone for the future.

Pupil assessment, both formative and summative, is deemed an imperative part of the education process. Unfortunately, standardised exams and informal testing in schools are also blamed for the narrowing of the curriculum and teaching methods, contributing towards damaging levels of stress among teachers and pupils, and only valuing specific achievements to the detriment of broader learning. What's more, teachers feel unsupported when it comes to training for assessment; less than half of educators received assessment training as part of their initial teacher training.

Summative and formative assessment are two ways to evaluate a student's learning. What kind of assessment strategy should you choose for your lesson or teaching? It all depends on the huge differences between them. So, what exactly are those differences?

Result and discussion

Formative assessment is used to monitor student's learning to provide ongoing feedback that can be used by instructors or teachers to improve their teaching and by students to improve their learning.

Summative assessment, however, is used to evaluate student's learning at the end of an instructional unit by comparing it against some standard or benchmark.

What is the difference between formative and summative assessment?

Formative assessment

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Formative assessments are generally low stakes, which means that they have low or no point value.

Examples of formative assessments include asking students to:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback

Summative assessment

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments are often high stakes, which means that they have a high point value.

Examples of summative assessments include:

- a midterm exam
- a final project
- a paper
- a senior recital

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

Formative assessment and summative assessment are two overlapping, complementary ways of assessing pupil progress in schools. While the common goal is to establish the development, strengths and weaknesses of each student, each assessment type provides different insights and actions for educators. The key to holistic assessment practice is to understand what each method contributes to the end goals — improving school attainment levels and individual pupils' learning — and to maximise the effectiveness of each.

CONCLUSION

Both terms are ubiquitous, yet teachers sometimes lack clarity around the most effective types of summative assessment and more creative methods of formative assessment. Summative assessment aims to evaluate student learning and academic achievement at the end of a term, year or semester by comparing it against a universal standard or school benchmark. Summative assessments often have a high point value, take place under controlled conditions, and therefore have more visibility.

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways.

REFERENCES

- [1]. Nicol, D.J. and Macfarlane-Dick, D. (2006) Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education* 31(2): 2-19.
- [2]. Theall, M. and Franklin J.L. (2010). *Assessing Teaching Practices and Effectiveness for Formative Purposes*. In: *A Guide to Faculty Development*. KJ Gillespie and DL Robertson (Eds). Jossey Bass: San Francisco, CA.
- [3]. Trumbull, E., & Lash, A. (2013). *Understanding formative assessment: Insights from learning theory and measurement theory*. San Francisco: WestEd.