FEATURES OF IMPLEMENTATION OF CRITERIA-BASED ASSESSMENT TECHNOLOGY IN A MODERN EDUCATIONAL PROCESS

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ABSTRACT

The article gives a summary of the utilization of criteria-based assessment technology adapted to the conditions of Uzbek education in the framework of the implementation of the priority regional project "Creation of an international Bachelor`s system in Kashkadarya region of the Republic of Uzbekistan", taking into account the requirements of the state educational standard of the republic. The authors reveal the main goals, objectives and principles of assessment, gives an example.

Keywords: State educational standard, International Bachelor's system, criteria-based assessment, formative assessment, ascertaining assessment, principles of assessment.

INTRODUCTION

A new educational standard is entering our lives, changing the approaches to organizing the pedagogical process. The modern school implements the principles of the system-activity approach, personality-oriented and developmental learning. Second-generation standards require the creation of a system for assessing educational results in a general education organization, which provides the ability to track the dynamics of students' achievements. Obligatory results are personal, met subject and objective results. These requirements determine the search for new approaches to the organization of control and assessment activities, to the use of various forms and methods of assessment.

The main function of assessment is the analysis of the process, feedback, which allows you to identify the features of the implementation of training and making appropriate amendments. Hence, great importance is attached to criteria-based monitoring and self-assessment of students. The criteria clarify the learning objectives and allow planning independent learning activities of students throughout the years of education.

In order for the assessment to correspond to plan transformations, it is necessary to diversify the means, technologies and tools with which information is collected about the activities of the subjects of the educational process.

Main part

A special place in all educational programs of the International Bachelor`s system is occupied by the assessment system, which is assigned the role of one of the main components of the

program and its regulator. In fact, the assessment system ensures the unity of approaches to education with all the variety of options for their implementation in higher educational institutions around the world.

Assessment is a criterion, which is understood as a process based on comparing the educational achievements of students with clearly defined, collectively developed, previously known to all participants in the process criteria that correspond to the goals and content of education, contributing to the formation of key competencies of students.
The main goals and objectives of the assessment are as follows:

- establish what students know and understand about the world they live in;
- give general and differentiated information about the teaching process and the learning process;
- track individual student progress in the categories defined by the generalized student profile of the International Bachelor`s system;
- provide feedback to teachers, students and parents;
- monitor the effectiveness of the educational program;
- inform the professional teaching community.
- in accordance with these goals, the criteria-based assessment system is aimed at obtaining information that allows:
- for parents - to track the process of learning and development of their child;
- teachers - to make judgments about the effectiveness of the curriculum, about individual progress and student achievement, in particular about:

1. Whether there is a development of educational needs of students, whether they strive for deeper and more thorough knowledge?
2. Are learners beginning to realize that real-world problems require the integration of knowledge from different subject areas?
3. Do the students improve the learning skills and abilities they have acquired, whether they increase their knowledge in order to advance more successfully in learning, find solutions to learning problems?
4. Do children show both the ability to work individually and the ability to cooperate learning activities?

The assessment system is built based on the following principles common to all educational programs.

- Assessment is an ongoing process, naturally integrated into educational practice. Depending on the stage of training, formative or current (Formative) and ascertaining or summative (Summative) assessment are used.
- Evaluation can only be criteria. The assessment criteria are the planned results that meet the educational goals and requirements of the State Educational Standard.
- Only the results of the student's activity can be evaluated with the help of marks, but not his personal qualities.
- You can only evaluate what is taught.
- The assessment criteria and the grading algorithm are known in advance to teachers and students.
- The assessment system is built in such a way that students are involved in control and assessment activities, acquiring skills and a habit of self-assessment.

The educational assessment system uses:

- ✓ both internal and external assessment, and the volume of external assessment is consistently increasing at each stage of training;
- ✓ subjective and objective assessment methods; standardization of assessment;

- ✓ assessment of the achieved educational results, assessment of the process of their formation and assessment of the awareness of each student of the peculiarities of the development of his own learning process;
- ✓ various forms of assessment, the choice of which is determined by the stage of training, general and special goals of training, current training tasks; the purpose of obtaining information;
- ✓ integral assessment, including portfolio and differentiated assessment of certain aspects of training;
- ✓ self-analysis and self-assessment of students.

Criteria-based assessment provides students with opportunities to demonstrate competence; more accurately determine the amount of content for students to assimilate; take into account the procedural, conceptual and behavioral aspects of learning; evaluate learning as an integral process, as a set of content or interrelated competencies; implement an individual or group assessment; orient the learning process towards a continuous form of assessment.

Criteria assessment consists of formative and ascertaining.
Formative (ongoing) assessment is designed to determine the current level of formation of key competencies in the process of daily work in the classroom. It allows the teacher and the student to adjust their work and eliminate possible gaps and shortcomings before carrying out the ascertaining work. The number of formative assessments is not regulated. When displaying the final marks, they are not taken into account.

The ascertaining (final) assessment is intended to determine the level of formation of key competencies at the end of the study of a block of educational information. Ascertaining assessment is carried out according to the results of performing ascertaining works of various types (tests, projects, control, etc.). The marks given for the ascertaining work are the basis for determining the final marks at the rate for the reporting periods (quarter, half year). The ascertaining mark is set according to criteria that are available for familiarization to all interested parties (students, parents). During the reporting period, the student receives at least two marks for each of the criteria, depending on the total number of teaching hours allocated to the subject. The ascertaining works are drawn up in such a way as to use the maximum number of criteria.

Criteria must be carefully selected to measure the level of achievement for each age group. Each level of achievement, which is marked with a certain score, contains a description-descriptor, which, on the one hand, makes it easy to turn the number-mark into a verbal description of the achieved level, and on the other hand, it facilitates the process of marking and reduces the role of the emotional factor in this process.

At the end of the reporting period, based on the results of the ascertaining works, average scores are formed for each criterion. The sum of the average points is converted to the final grade (1–5).

To derive such a mark, an integral formula is used taking into account the percentage of success according to all criteria on a scale determined by the educational organization itself. The percentage is determined by the ratio of the sum of the average points for all criteria to the sum of the maximum possible points.

Here is an example of an assignment completed by a student in an English lesson and a lubricator for it (table, figure).

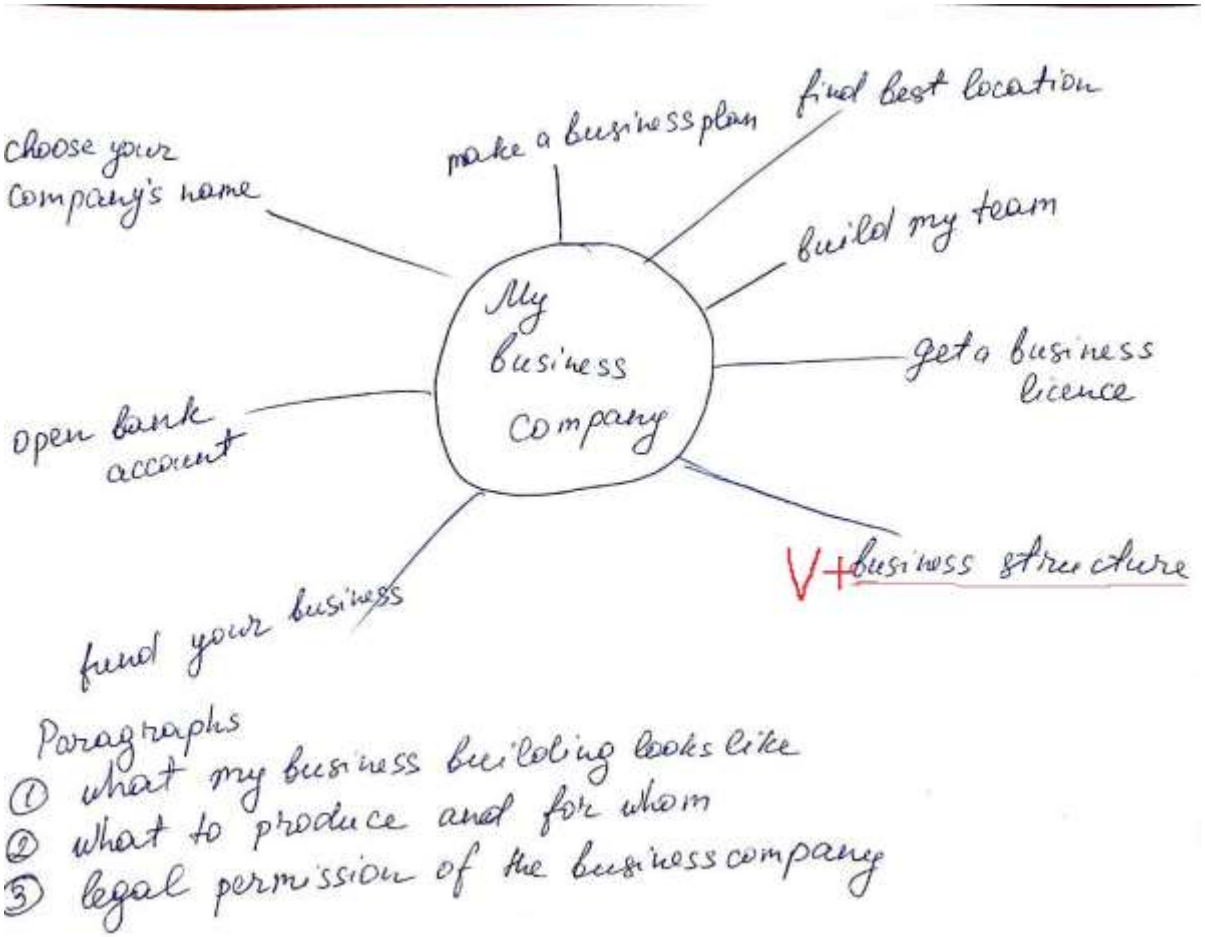
Assignment: Under the theme "My business company" prepare a story about starting up business, presenting information in the form of a mind map, plan and text in English.

Criterion	Level of Achievement	Description
FROM (Writing - content and organization of the text) max 3	0	The student has not reached any of the levels listed below
FROM (Writing - content and organization of the text) max 3	1	The information is presented illogically, the ideas do not match the content. The opinions are not reasoned. There is no division of the text into paragraphs. Used less than 2 words from the active vocabulary on the topic. There is no connection between the 3 parts of the work (mind map, plan, text).
FROM (Writing - content and organization of the text) max 3	2	The topic is disclosed from at least 3 positions presented in the plan. The work contains at least 4 words or phrases from the active vocabulary. There are no links between paragraphs in the text. The content of the text reflects the content of the mind map and plans.
FROM (Writing - content and organization of the text) max 3	3	Ideas are stated clearly, the topic is covered from at least 4 positions. The work contains at least 7 words or phrases from the active vocabulary. The text is divided into paragraphs, there are bundles. The content of the text reflects the content of the mind map and plan.
Criterion	**Level of Achievement**	**Description**
D (Language) max 3	0	The student has not reached any of the levels listed below.
D (Language) max 3	1	Many lexical, spelling, and grammar errors were made.
D (Language) max 3	2	Some lexical, spelling, and grammar errors were made.
D (Language) max 3	3	No lexical, spelling and grammar errors were made.
Total	Max 6	

Results and analyses

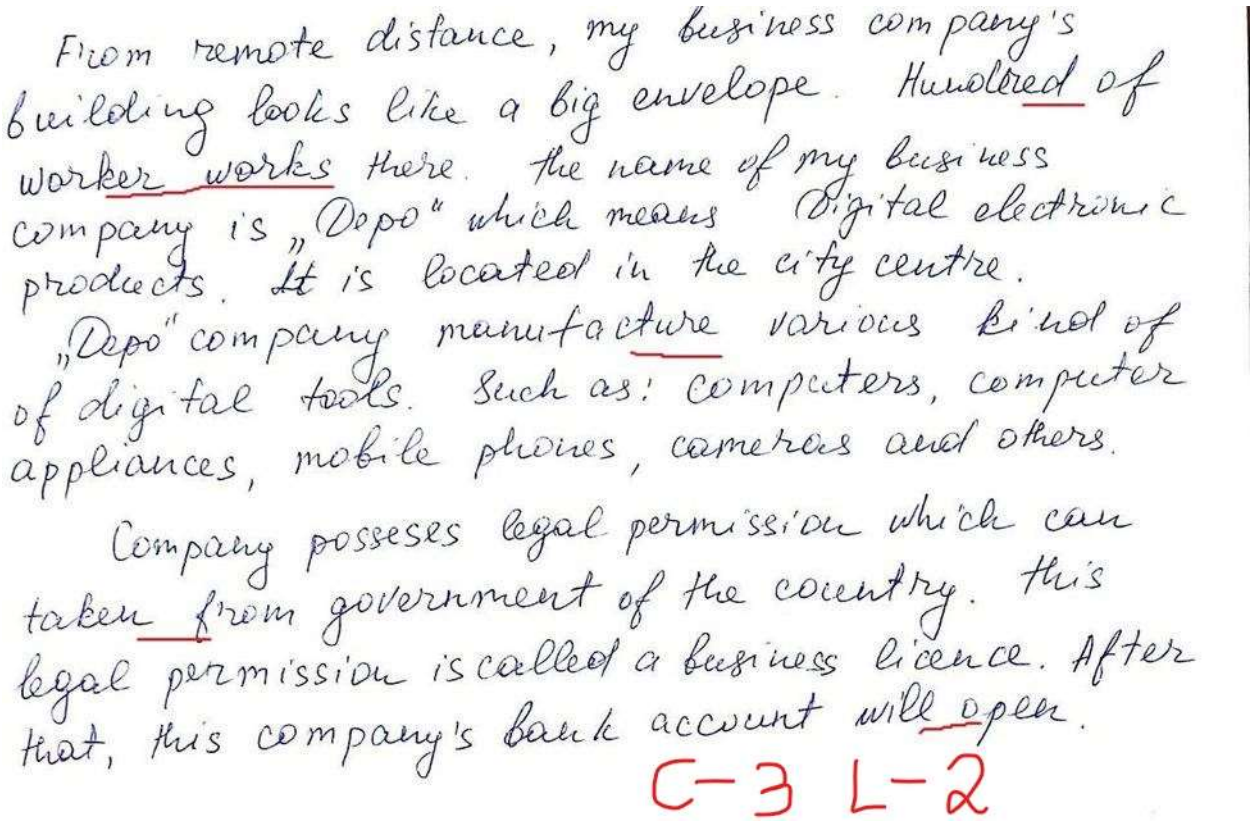
One of the 1st year students of ecomnomics faculty (Karshi engineering-economics Institute) has done the following task who has an IELTS certificate (5.5 Band score).

His work was analyzed and marked by English teachers according to the provided assessment creteria. Below, map of the task can be seen (picture 1).



Picture 1

In order to collect ideas, the student brain stormed by drawing this mind map. Then, sorted out the information to write the whole context. All the written information is related to the topic and division of paragraphs can be seen. All the steps have been done correctly and accurately, but while making the mind map a mistake has been made which was signed in red.


From remote distance, my business company's building looks like a big envelope. Hundred of worker works there. the name of my business company is „Depo" which means Digital electronic products. It is located in the city centre.
„Depo" company manufacture various kind of of digital tools. Such as: computers, computer appliances, mobile phones, cameras and others.
Company posseses legal permission which can taken from government of the country. this legal permission is called a business licence. After that, this company's bank account will open.
C-3 L-2

Picture 2

After planning the paragraphs, text was written using the information in the mind map respectively (picture 2). In brief, the content of the text reflects the content of the mind map and plan. Active vocabulary was effectively utilized in the text. Hence, some grammar mistakes can be noticed in the text (passive voice, countable and uncountable nouns and subject-verb agreement). This is because of background knowledge of the student. Most IELTS owners tend to have lexical and grammar errors. Considering all the errors, student's work was assessed and provided with appropriate feedback to correct the mistakes.

CONCLUSION

The procedure for the implementation of criteria-based assessment is laborious, since it requires careful thought through educational situations, introspection and self-assessment of educational achievements, and the use of a multi-point assessment scale. It is important for a teacher to rethink approaches to the new assessment system, which requires careful attention to the student, patience, faith, optimism and mastering the optimal techniques and methods of its implementation. Without this, it is impossible to create full-fledged conditions for the development and education of each student. Of course, it is important to work on solving these problems not only directly at higher educational institutions, but also in society as a whole.

To sum up, it is crucial to emphasize that in our Institute (Karshi engineering-economics Institute) different forms and types of assessment are used, which have both advantages and disadvantages, but only their application in aggregate can enable an effective feedback and performance of the whole range of evaluation functions. However, it is necessary focus on the fact that it is possible only under one condition – teacher in the university should have freedom in choosing the form evaluation, since only he can give full description of the student group

and identify the most effective forms and assessment methods that are most appropriate for each student.

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