

THE IMPORTANCE AND VARIOUS TYPES OF ASSESSMENT IN THE PROCESS OF TEACHING

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ABSTRACT

This article explores modern techniques and different ways of assessing students' performance during the teaching process. It discusses the difference of formative and summative assessment, their results, and their implications for learners. The aim is to provide educators with effective strategies to evaluate and grade students.

Keywords: evaluation, formative, summative, teaching methods, curriculum map, grading, feedback, pedagogical techniques.

АННОТАЦИЯ

В данной статье исследуются современные методики и различные способы оценки успеваемости студентов в процессе обучения. В нем обсуждается разница между формирующим и суммативным оцениванием, их результаты и последствия для учащихся. Цель состоит в том, чтобы предоставить преподавателям эффективные стратегии оценки и оценки учащихся.

Ключевые слова: оценивание, формирующее, суммативны, методы обучения, карта учебной программы, выставление оценок обратная связь, педагогические приемы.

ANNOTATSIYA

Ushbu maqolada talabalarning o‘quv jarayonidagi faoliyatini baholashning zamonaviy usullari va turli usullari ko‘rib chiqiladi. Unda formativ va summativ baholash o‘rtasidagi farqlar, ularning natijalari va o‘quvchilarga ta’siri muhokama qilinadi. Maqsad o‘qituvchilarga o‘quvchilarni baholash va baholashning samarali strategiyalarini taqdim etishdir.

Kalit so‘zlar: Baholash, formativ, summativ, o‘qitish metodikasi, o‘quv rejasi xaritasi, feedback, pedagogik texnika.

Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development.

The purpose of assessments in education is two-fold. It helps the students to demonstrate their learning, provide feedback on the errors they've been making, and help provide opportunities to better their performance with each assessment.

For the teachers, it works as an excellent tool to figure out if their teaching methodology is working or not.

Assessments help the students understand their errors, understand the feedback received on their errors, and help them improve. Assessments may also provide another opportunity to assimilate the new information and re-do the exam to improve performance.

In recent years, innovative approaches have emerged to make evaluation more engaging and efficient. This article explores these modern techniques, their outcomes, and their potential benefits for both learners and teachers. In this article, we'll take a closer look at formative and summative quizzing and assessing. When you've finished reading, you'll understand how to better test student knowledge in your classroom.

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 (Theal and Franklin, 2010, p. 151). **Formative assessments are evaluations of someone's learning progress in a classroom.**

Common formative assessments include:

- Quizzes
- Games
- Projects
- Presentations
- Group activities
- To write summarizes
- Peer-assessment
- Concept maps

Formative assessments work great when they're used on a regular basis. That regularity could be based on a calendar (every Monday, every Thursday, etc.) or your lesson plans (every unit).

They're also more flexible than summative assessments. You don't always have to use pencil and paper to get a feel for your students' progress. Instead, you can use in-class games, group presentations, and hands-on activities to evaluate student progress.

Formative assessments are excellent opportunities to let your students flex their creative muscles. Even if a student isn't much of a writer or artist, they can still have a little fun with these assessments. By the following three types of formative assessment you can monitor the progress of learners as easily as possible.

1. Make an ad

Have your students create an advertisement for a concept they just learned. Use visuals and text to really sell an idea.

This makes students apply what they've learned into a creative exercise, which helps with long-term retention.

2. Idea comparisons

Instruct students to lay out the main ideas of a new concept they learned. Then, have them compare that concept to another to see where they agree and disagree.

In addition to helping students remember these concepts, this exercise makes them apply previous knowledge to a new format so they can remember it better in the future.

3. Misconceptions

After you introduce a concept to students, introduce a popular misconception about it. Have students discuss why the misconception is false and where it may have started.

This exercise makes students think critically about what they've just learned while showing them how to debunk misinformation.

You can track formative assessments in one of three ways.

First, you can track them by **grade**. This gives you a specific, concentrated view of how a student (or group of students) learns. However, graded assessments are sources of stress for many students. So if you want to make a unit fun or loose, graded assessments may not work well for you.

Second, you can track them by **feel**. This is more based on your teacher instinct, allowing you to pick which students need additional support based on your observation. On the downside, you can't "show" this information to your administrators. If you have certain standards to meet throughout a marking period, you won't be able to prove you've fulfilled those standards without grades.

Finally, you can track formative assessments with **student data**. This is non-graded information that may reflect how your students are learning, such as questions they've frequently answered incorrectly or subject areas where they've had trouble. After all, not everything has to be a grade!

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year. 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.

TYPES OF SUMMATIVE ASSESSMENT

- Examinations (major, high-stakes exams)
- Final examination (a truly summative assessment)
- Term papers (drafts submitted throughout the semester would be a formative assessment)
- Projects (project phases submitted at various completion points could be formatively assessed)
- Portfolios (could also be assessed during it's development as a formative assessment)
- Performances
- Student evaluation of the course (teaching effectiveness)
- Instructor self-evaluation

CONCLUSIONS

In conclusion, Assessments help the students understand their errors, understand the feedback received on their errors, and help them improve. Assessments may also provide another opportunity to assimilate the new information and re-do the exam to improve performance.

For the teachers, it works as an excellent tool to figure out if their teaching methodology is working or not.

Many new teachers have this question — are formative or summative assessments more important?

In a perfect world, they're equally important. Formative assessments let students show that they're learning, and summative assessments let them show what they've learned.

As a skillful pedagogue, teachers, need to employ both summative and formative assessments in their curriculum. An effective balance of these assessments will help them understand their students' needs while meeting their standards.

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