

ASSESSMENT AS AN INTEGRATIVE PART OF THE TEACHING PROCESS

Gulyamova Mavluda Khamitovna, Tashkent

UzSWLU, Doctor of Philosophy in Pedagogy (PhD)

Annotation: The article defines the term “assessment” and its objects in teaching foreign languages. The author of the article compares to formative and summative assessment and suggests different tasks in assessment process.

Key words: assessment, knowledge, sub skills, testing, evaluation, knowledge, competence, criteria, summative, formative, measure.

Assessment is the process of documenting in measurable terms, knowledge, skills, attitudes and beliefs. The term assessment is generally used to refer to all activities of the learners. Assessment, defined as ‘an arrangement in which individuals consider the amount, level, value, worth, quality of success of the products or outcomes of learning of peers of similar status’ is becoming more important as an alternative assessment method. Assessment of productive skill may be referred to speaking and writing skills. Different ideas are given by various researcher’s, such as according to Brown, (1990) assessment refers to a related series of measures used to determine a complex attribute of an individual or group of individuals. This involves gathering and interpreting information about student level of attainment of learning goals¹. According to Mundrake (2000), "Assessment, testing, and evaluation are terms used to describe the outcomes of the educational process" (p. 45). Mundrake (2000) further notes "Assessment is the term currently used to describe all aspects of evaluation and testing".²

So one can easily get that assessment is a very broad term that can cover formal exams and tests, both external and internal, which are structured and built into the fabric of the academic year, as well as more informal types of assessment that teachers undertake as a part of their day-to-day practice. The term —controll is often replaced by —assessment. In general, assessment is collecting data for revealing the level of language proficiency achieved within a certain time period. In language assessment, we gather information in a systematic way with the help of language testing tools. The objects of the assessment are:

- a) knowledge and sub-skills – language competence;
 - b) using knowledge and language sub-skills in the process of production and reception of speech and interaction (communicative competence);
 - c) country-study and linguo-cultural knowledge of verbal and non-verbal behavior – socio cultural competence³. Assessment is a process that includes four basic components:
- 1) Measuring improvement over time.
 - 2) Motivating students to study.
 - 3) Evaluating the teaching methods.
 - 4) Ranking the students' capabilities in relation to the whole group evaluation⁴

Besides that, In the teaching process the summative and formative types are distinguished. Summative assessment often takes place at the end of a unit, module, or the whole course. The focus tends to be on the mark and the idea is to evaluate how well a student has learned what has been presented. Formative assessment takes place during a course, module or unit. The focus is more on gathering data

¹ Brown, D. H. (1990). Language assessment: Principles and classroom practices. London: Longman

² Mundrake, G. A. (2000). The evolution of assessment, testing, and evaluation. In: Rucker, J. Assessment in Business Education, 38, NBEA Yearbook. Reston: NBEA.

³ 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

⁴ Darling-Hammond, L. (2006). Assessing teacher education: The usefulness of multiple measures for assessing program outcomes. Journal of Teacher Education, 57(2), 120-138

about students' progress and using this data to help them improve language and fill in communicative gaps. In the teaching process the summative assessment is supported by the formative assessment data. We assess students at different stages and provide feedback that they can use to improve, re-draft or change what they are currently working on, but also to help them in their future learning (often referred to as feed-forward). There are four stages in organizing classroom assessments: 1) planning assessments; 2) collecting data on students' learning through the assessment; 3) making judgments about students' performance, or evaluation; 4) providing appropriate feedback. Now we can clarify the main differences between formative and summative assessment in teaching.

Formative	Summative
<ul style="list-style-type: none"> • Assessment FOR learning • Planned and used during instruction • Use to adjust instruction / snapshot of learning / address misconceptions 	<ul style="list-style-type: none"> • Assessment OF learning • After instruction • Use to evaluate for accountability / provides a grade for students

As it's known that formative and summative assessment tells where a student is standing on the way to his destination of learning, how much he is ahead or behind his classmates, to what extent the behavioral changes occurred in him are acceptable, how far he can apply his present acquired knowledge to his future life or learning situations, at what point he is facing any difficulty and why and so on. We can suggest the following formative and summative assessment in language classes such as Reading and Writing, Integrated skills, Listening and speaking, Communicative vocabulary and Discourse analysis classes.

Tasks on formative assessment

- Weekly quizzes
- Progress test
- Reflective writing
- Reading logs
- Blog writing
- In class discussion
- Different surveys
- Home assignments
- Short answer and questions

Tasks on summative assessment

- Role play
- Instructor created exams
- Final project work
- Language learning profiles
- Portfolio
- Final essay
- Final presentation
- Debate
- Round table discussion
- Final report

As a conclusion formative assessment tasks improve teaching and learning simultaneously. Instructors can help students grow as learners by actively encouraging them to self-assess their own skills and knowledge retention, and by giving clear instructions and feedback. Then language learners' can easily obtain their knowledge without any challenges. Whereas summative assessments can help us collaborate and improve teaching methods from year to year. Summative assessments help language teachers alike, in improving curriculum and curriculum planning so far.

References

1. Brown, D. H. (1990). Language assessment: Principles and classroom practices. London: Longman
2. Mundrake, G. A. (2000). The evolution of assessment, testing, and evaluation. In: Rucker, J. Assessment in Business Education, 38, NBEA Yearbook. Reston: NBEA.
3. 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
4. Darling-Hammond, L. (2006). Assessing teacher education: The usefulness of multiple measures for assessing program outcomes. Journal of Teacher Education, 57(2), 120-138
5. Shohamy, E. (1993). The Power of Tests. The Impact of Language Tests on Teaching and Learning. Washington, DC: NFLC Occasional Papers..
6. Shohamy, E. (2001). The Power of Tests: A Critical Perspective on the Uses of Language Tests. Harlow: Pearson Education.
7. Weir, J. C. (2005). Language testing and validation: Evidence-based approach. New York, NY: Palgrave Macmillan.