

UOT 372.8:811.111

G.G.Iskandarova

*Азербайджанский университет языков
gulnaragurban85@gmail.com*

PRACTICAL LANGUAGE ASSESSMENT TYPES IN ENGLISH LANGUAGE LEARNING

<https://doi.org/10.30546/170899876.72.04.2024.007>

Keywords: *assessment, development, progress, achievement, instruction, competence, acquire*

Evaluation is one of the most essential elements of instructional programs because it demonstrates a genuine commitment to the execution and participation of the educational system. As a student measuring tool, we must remember that numerous evaluations are suited for different learning needs and distinct student capacities. No kind of evaluation is without limitations, and among its benefits are validity, dependability, and objectivity. It is the consequence of the students' performance and achievements. Students' performance in tasks varies depending on their enthusiasm, motivation, skill, and ability. The choice of assessment is essential to boost students' willingness to complete the assignment and for teachers to determine if it has previously represented their aims or not. Instructors should be imaginative appealing, and imaginative in managing student assessments so that students are thrilled and engaged in doing all types of assessments, including traditional forms. Whatever the method of evaluation, the goal of implementing it is to provide direct benefit to pupils. All types of assessments including informal, formative, summative, diagnostic, traditional, computer-mediated, project, portfolio and others serve the main goal evaluate and trigger the student achievement and make visible progress.

G.Q.İskəndərova

İNGİLİS DİLİNİN ÖYRƏNİLMƏSİNDƏ İSTİFADƏ OLUNAN PRAKTİK QIYMƏTLƏNDİRMƏ NÖVLƏRİ

Açar sözlər: *qiymətləndirmə, inkişaf, irəliləyiş, nailiyyət, tədris, bacarıq, aldə etmə*

Qiymətləndirmə tədris proqramının ən vacib elementlərindən biridir, çünki qiymətləndirmə təhsil sisteminin effektivliyini nümayiş etdirən və tələbələrin nailiyyətlərini ölçən vacib bir alətdir. Müxtəlif qiymətləndirmə növləri (informal, formativ, summativ, diaqnostik və s.) tələbələrin fərqli öyrənmə ehtiyaclarına və bacarıqlarına uyğun gəlir. Qiymətləndirmənin məqsədi tələbələrin irəliləyişini izləmək, onların motivasiyasını artırmaq və təhsil hədəflərinə çatmalarına kömək

etməkdir. Tələbələrin tapşırıqlarda göstərdikləri performans onların həvəsindən, motivasiyasından, bacarığından və qabiliyyətindən asılı olaraq dəyişir. Qiymətləndirmə növünün seçilməsi, tələbələrin tapşırığı yerinə yetirməyə olan istək və müəllimlərin bu tapşırığın əvvəlki məqsədlərini yerinə yetirib-yetirmədiyini müəyyənləşdirməsi üçün vacibdir. Müəllimlər tələbələri müxtəlif qiymətləndirmə növləri, o cümlədən ənənəvi qiymətləndirmə üsulları ilə maraqlandırmaq və cəlb etmək üçün yaradıcı və maraqlı olmalıdırlar. Qiymətləndirmə üsulundan asılı olmayaraq, onun həyata keçirilməsinin məqsədi tələbələrə birbaşa fayda təmin etməkdir. Informal, formativ, summativ, diaqnostik, ənənəvi, kompüter vasitəsilə edilən, layihə, portfolio və digər qiymətləndirmə növləri əsasən tələbə nailiyyətlərini qiymətləndirmək və inkişafını görmək məqsədini daşıyır.

Г.К.Искендерова

ПРАКТИЧЕСКИЕ ВИДЫ ОЦЕНКИ, ИСПОЛЬЗУЕМЫЕ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

Ключевые слова: *оценка, развитие, прогресс, достижение, обучение, компетенция, приобретение*

Оценка является одним из самых важных элементов учебных программ, поскольку она демонстрирует искреннюю приверженность выполнению и участию в образовательной системе. Как элемент измерения для студентов, необходимо помнить, что различные формы оценки подходят для разных учебных потребностей и способностей студентов. Ни одна форма оценки не лишена ограничений, и среди ее преимуществ можно выделить достоверность, надежность и объективность. Это результат выполнения студентами заданий и их достижений. Выполнение заданий студентами варьируется в зависимости от их энтузиазма, мотивации, навыков и способностей. Выбор формы оценки имеет решающее значение для того, чтобы повысить готовность студентов выполнить задание, а также для того, чтобы учителя могли определить, соответствует ли оно их целям. Преподаватели должны быть креативными и привлекательными в управлении оценкой студентов, чтобы студенты были увлечены и вовлечены в выполнение всех типов оценок, включая традиционные формы. Независимо от метода оценки, ее целью является предоставление прямой пользы учащимся. Все виды оценок, включая неформальную, формативную, суммативную, диагностическую, традиционную, компьютерную, проектную, портфельную и другие, служат основной цели — оценивать достижения студентов и демонстрировать видимый прогресс.

The act of evaluating something, or the judgment or decision that is made, refers to its quantity, value, quality, or importance. As defined by (O'Farrel, 2009: p. 23), assessment is the methodical and continuing process of acquiring, analyzing, and utilizing data from measured outcomes to

enhance student learning in terms of knowledge obtained, understanding developed, and skills and competences gained. Although the terms "testing" and "assessment" are sometimes used synonymously, assessment is a more inclusive term for all forms of measures utilized for evaluating student progress, hence both of them should be kept distinct. (Nasab, 2015: p. 166) claims that assessment is the informal collection of data on students' current understanding using various data collection strategies at various points in time and in different contexts. However, exams are formally conducted, are standardized, and provide students with a score based on the work they have completed. Testing is a one-time, timed activity that is used as a single metric by which how well students learn may be evaluated. As a consequence, testing is viewed as merely a part of the larger assessment concept.

Making meaningful assessments of students can encourage and equip them to develop as they take on more responsibility for their own education. Properly structuring assessments can be challenging, and grading them takes effort. Additionally, you are aware as a teacher that student improvement is more than just a grade. Delivering an end-of-unit exam or getting ready for a standardized test are only a small portion of assessments. Insights into student learning are provided via assessments, which shape the learning process at all stages.

In order to give instructors and school administrators the best information about their impact on students and how to move forward with education, assessment in schools should primarily serve the objective of providing interpretative information. In order to keep pupils informed about their development and achievement, as evaluation is used in schools a lot. Of course, this is crucial, but it is even more vital to use this knowledge to educate teachers about how they affect pupils. It is effective for teachers to receive feedback from assessments. And the effectiveness of this authority is really maximized when the exams are relevant to what teachers are actually teaching, timely, and informative.

The process of learning and motivation is greatly influenced by assessment. What kinds of evaluation tasks we assign to our students affects how they approach the learning task and the study habits they adopt. Given the value of evaluation in instructional effectiveness, it becomes especially important to think carefully about the appropriate way to gauge the learning that you would like your students to acquire. Assessments should incorporate learning, grading, and student a reward. Effective evaluation techniques give significant insights into student learning. They describe what each student learned, how effectively they mastered it, and the areas in which they struggled. Good evaluations enable you to respond to the

inquiry.

It can be claimed that assessment is an indication of which components of the course are valued most highly because it influences how students approach learning, dictates much of the work they do, and determines their attitude to learning (Rust, 2002: p. 2). For lecturers or teachers, assessment is likely one of the most challenging and crucial aspects of their profession. It should be viewed as a tool to aid teachers in guiding pupils on their educational journey, according to (Frank, 2012: p. 32). A variety of techniques should be utilized by teachers to help students understand how they are going and to evaluate the efficacy of the methodology and materials employed because no one method can suit the demands of all learners and scenarios.

In order to help students, understand how they are progressing and to evaluate the efficacy of the approach and materials utilized, teachers should remember to combine a variety of tools. There is no one procedure that can fulfill the demands of all learners and circumstances (Frank, 2012: p. 32).

Furthermore, as stated by O' Farrel (2009: p. 3), valuation plays some of the following roles:

- 1) To ascertain whether the course's goals for learning are being met.
- 2) To give students feedback on their learning, allowing them to perform better.
- 3) For motivating students to complete the necessary work.
- 4) To aid and promote learning.
- 5) To summarize student achievement and influence decisions on advancement and reward.
- 6) To show that the necessary standards are being fulfilled.
- 7) To examine the efficiency of instruction.

Teachers assess students' comprehension in the classroom and modify their instruction to address any recognized learning gaps. At the school level, assessments are used as data to pinpoint areas of strength and weakness throughout the institution and to create plans for enhancing the teaching-learning process. Officials define broad priorities for education or direct support for schools and teachers based on data collected through national or regional assessments, monitoring of student achievement, or other sources of information.

No assessment type is flawless, and no assessment procedure can provide one. All assessment types contain flaws. What you really want to measure in terms of a test taker's abilities, knowledge, or understanding will determine the most appropriate assessment method to use. In addition, Diamond (1998, as referenced in Mikre, 2010: p. 112) found that the primary issue with assessment processes in higher education courses was a

mismatch between the specified learning targets and the techniques and standards instructors use to evaluate and grade their students. The majority of the time, higher-order reasoning skills are included in the learning objectives; nevertheless, the majority of the time, the evaluation techniques utilized concentrate on simple recall and identification of the taught knowledge.

In addition to the issues with the objectives and outcomes of assessment, attempts to define it have sparked discussions among educators working in the field. The optimal methods for creating and implementing assessments have not yet been agreed upon. As a result, there are now policy ambiguity difficulties with curriculum design. Without being in line with learner outcomes using a variety of methodologies, assessment is not balanced.

In education, there are multiple ways of assessment. All assessment approaches fulfill different purposes both during and after training. They are:

Pre-assessment or diagnostic assessment

It is vital to determine what type of pupils you are designing the teaching for before you begin. Before starting education, you should learn about your student's strengths, shortcomings, abilities, and knowledge. You can build your course of study based on your gathered facts (Brown, 2003: p. 19).

Informal assessment

According to Brown (2003: p. 19), informal assessment can take an assortment of forms, including with incidental, unplanned comments or responses, as well as coaching and other spontaneous feedback to the student. As an example, "good work". A significant amount of instructors' informal evaluation is incorporated in classroom assignments meant to elicit performance without documenting outcomes or making fixed judgments about students' abilities.

Formative assessment

In the first stages of preparing education, formative assessment is employed. The purpose is to track student progress and offer comments. It aids in finding the initial holes in your education. Based on this input, you'll know what you should concentrate on for subsequent instruction growth. Formative assessment might be considered as a pre-test to determine what level of knowledge learners have before they start taking the course. Making a quiz is an excellent way to put this information to the test. Formative assessment is a short exam, and quizzes are an easy way to get to know your students better. You may test using multiple choice questions (with up to 10 answer alternatives), fill-in-the-blanks questions, and picture response

questions. The feature that is most helpful is the ability to observe progress and have quick access to statistics. This saves a significant lot of time!

Summative assessment

Summative evaluation is used to decide how well the most essential outcomes at the conclusion of the training were met. However, it assesses more: the efficacy of learning, responses to teaching, and long-term effects. Following learners who attend an instructional session or test might help you assess the long-term effects. You may see whether they are successful as they apply their newly acquired information, abilities, and attitudes.

It is preferable to employ a different approach for summative evaluation compared to a quiz. You estimate the total amount of instruction students have received. Taking an exam is an outstanding way to put this to the test. This enables users to test in addition to your fundamental knowledge. There are several kinds of questions: Multiple options, fill-in-the-gaps, free text, and picture response questions are all available (MCQs) (Iahad, et al., 2004: p. 2). An exam allows the person who developed it to measure progress and gain insight into his or her students' data (Iahad, et al., 2004: p. 2).

Criterion-referenced assessment

It assesses students' performance against a preset set of standards or learning standards. It assesses what pupils ought to understand and are able to do in every phase of their education. Criterion-referenced exams are used to assess an area of expertise or skill set; it is a test to assess a course's syllabus.

Traditional assessment

Traditional evaluation is defined as a pencil-and-paper test. The assessments frequently require students to devour or listen to an audio selection before they respond to queries regarding it, or select or generate the right form of grammar or vocabulary item. Traditional assessments are traditional means of testing that often result in a piece of writing, such as a test, exam, or paper.

Traditional assessments, commonly referred to as standardized examinations, frequently employ the following sorts of questions: either true or false, multiple-choice, a match, short-answer, fill-in-the-blank, and essays. Traditional assessments include conventional and classroom achievement exams with primarily closed-ended items that include false/true, multiple choice, and fill-in-the-blanks (Belle, 1999: p. 25).

Traditional assessment methodologies

a. Multiple-choice questions

Multiple-choice items, according to Davis (2009: p. 67), may be utilized to assess both basic understanding and complicated concepts. You

can test the comprehension of several areas on an hour-long assessment since questions with multiple choices may be answered rapidly. Furthermore, the products may be graded quickly and consistently. Good questions with multiple choices are challenging to develop, and some guidelines are required to avoid mistakes in the question, such as focusing on the correct options.

b. Composition

This sort of test is fairly prevalent nowadays, particularly in writing classes. Moreover, (Rust 2002: p. 3) notes that two problems with essays are that they are simple for plagiarism to occur and that too much weight is sometimes given to aspects such as style, handwriting, and particularly in language classes which additionally focus on grammar of the target language.

c. True-or-False Questions

True-false tests are another form of classic evaluation exam. Because random guessing produces the right answer half of the time, this test is less dependable than other sorts of exams. Some versions of this test include a "explain" column in which students write a couple of lines supporting their response to true-false questions. It is a modification format in which the questions are not in formal form.

In general, conventional evaluation is "the preferred method to measure achievement overall proficiency in language learning," according to Frank (2012: p. 3). Even if alternate types of evaluation are becoming more popular, most teachers still rely on this tried-and-true method. While numerous educators are brilliant in education, even top educators may require assistance in developing valid test items. Standardized exams direct teachers to focus their attention only on the subjects included in the examinations.

Alternative assessment

Alternative assessment, as defined by Janisch and colleagues (2002: p. 221), takes place in the educational setting with instructors making decisions in the measures employed and is also founded on a constructivist perspective of learning in which the learner, the text, and the environment influence learning results. Other than standardized examinations, alternative assessment refers to "almost" any sort of evaluation (Brawley, 2009: p. 1). Furthermore, alternative assessments are defined as any assessment procedures or technologies that depart from typical practice, particularly paper-and-pencil assessments (Custer, n.d.). Other testing is a catch-all word for a variety of substitutes for conventional examinations. Because of the characteristics of language acquisition, a number of assessment approaches are required to reflect the many teaching methodologies employed in the

classroom.

This category includes genuine evaluation, performance-based assessment, and portfolio. As the impact of exams on curriculum and teaching was realized (Nasab, 2015: p. 98), alternative assessment became widespread. Furthermore, Nasab (2015: p. 98) cites to show that a different evaluation provides fresh methods of encouraging and empowering learners to investigate and utilize elements of themselves in addition to the environment around them. While subject matter knowledge remembering is easy to examine, critical thinking and creativity, according to learning experts, are harder to quantify. According to them, the long-term storage of knowledge and information, as well as its transfer, ought to be prioritized. Alternative evaluation allows teachers to identify their students' faults and strengths in a broad range of circumstances.

Computer-based assessment

Computer-Mediated Evaluation is a quick and effective technique to deliver rapid feedback to students while saving time on tutoring. Computer-Driven Assessment assists students in determining if they learned what the instructor intended. The term "computer-assisted assessment" refers to the utilization of computers to assess student learning. Multiple Choice Questions (MCQs) have been used in online computer-based assessment for a long time. Computer Driven Assessment is "commonly made directly via a computer," whilst Computer Supported Assessment is "used to regulate or support the evaluation process" (O'Farrel, 2009: p. 54).

Portfolio assessment

The portfolio project also has the advantage of being a genuine educational endeavor in and of itself. Collections can take the shape of an electronic text, a computerized recording, an artistic work, an academic publication, or a variety of other relevant media formats, according to the educational setting and task needs (Lombardi, 2008: p. 14). O'Farrel adds that portfolio assignment examples of student work often include assignments that include projects, journals, tests, papers, presentations, films of speeches and performances, and an accumulation of evidence concerning individual proficiencies, with respect to learning standards. Portfolio assignments, as part of a formative evaluation, promote the creation of insight for the end product through appropriate processes.

Project-based assessment

In this time frame, the project According to Dikli (2003: p. 67), projects may be produced either independently or in groups. They can have authenticity, real-life principles, and prior experience from the learners. A project is any approach that demonstrates what a student knows about a given issue, such as the generation of designs, art research proposals, or

multimedia presentations. They deliver in a wide range of formats, including multimedia presentations, role-playing, and written reports.

Alternative assessment has played an essential part in the evaluation system, providing fresh experiences for both instructors as assessors and students as test takers. Alternative modes of evaluation have received a lot of attention in recent years. If we would like to include portfolios for learners or web-based assessments in our educational programs, the emphasis ought to continually be on acquiring data that demonstrates the degree to which our learners comprehend what we sought to teach students (Nasab, 2015: p. 76).

Regardless method of assessment selected, it fulfills the same purpose: to direct the learning process. Both assessments should include affective goals based on the pupil's requirements and capacities, along with an advantageous result of their talents and skills as the final product of the evaluation.

REFERENCE

1. Kılıç S.K. & Kurt B.H. Assessment and Evaluation Technologies Being Used in Classrooms by Biology Teachers // *Journal of Art, Sport & Science*, 1(1), 2012, pp.111-124
2. Yastibas A.E. & Yastibas G.C. The Use of E-Portfolio-Based Assessment to Develop Students' Self-Regulated Learning in English Language Teaching // *Journal of Education*, 3(13), 2015, pp.1-12
3. Dikli S. Assessment at a Distance: Traditional vs. Alternative Assessment // *Journal of Educational Technology*. 2(3), 2003, pp.13-19
4. Nasab G.F. Alternative Versus Traditional Assessment // *Journal of Applied Linguistics and Language Research*, 2(6), 2015, pp.165-178
5. Black P. & Wiliam D. Assessment and Classroom Learning // *Assessment in Education: Principles, Policy & Practice*, 2(5), 1998, pp.70-74
6. Black P. & Wiliam D. Lessons from Around the World: How Policies, Politics, and Cultures Constrain and Afford Assessment Practices // *The Curriculum Journal*, 16(2), 2005, pp.249-261
7. Belle D. Traditional Assessment Versus Alternative Assessment // *Journal of Education*, 67(3), 1995, pp. 42-53
8. Brualdi A. Implementing Performance Assessment in the Classroom // *Practical Assessment, Research & Evaluation*, 6(2), 1998, pp. 22-29
9. Brown H.D. *Language Assessment Principles and Classroom Practice*. White Plains, NY: Pearson Education // *Language Assessment: Principles and Classroom Practice*, 2003 pp.167-172
10. Brawley N. Authentic Assessment vs. Traditional Assessment: A Comparative Study // *Journal of Education*, 71(4), 2009, pp.15-23

11. *Crooks T.* The Validity of Formative Assessments // British Educational Research Association Annual Conference, University of Leeds, 2001, pp. 13-15
12. *Davis B.G.* Types of Tests. Educational Testing Service, 2009, pp.67-98
13. *Frank, J.* The Roles of Assessment in Language Teaching // Language Education, 5(1), 2012, pp.34-40
14. *Iahad N.* Evaluation of Online Assessment: The Role of Feedback in Learner-Centered E-Learning // Proceedings of the 37th Hawaii International Conferences on System Sciences, 2004, pp.134-138
15. *Lombardi M.M.* Making the Grade: The Role of Assessment in Authentic Learning // Educause Learning Initiative, 2008, pp.1-16
16. *Mikre F.* The Roles of Assessment in Curriculum Practice and Enhancement of Learning // Ethiop. J. Educ. & Sc., 5(2), 2010, pp.101-114
17. *O'Farrel C.* Enhancing Student Learning Through Assessment // Dublin Institute of Technology, 2002, pp.176-181
18. *Rust C.* Purposes and Principles of Assessment // Educational Review. 54(2), 2002, pp.203-212
19. *Surgenor P.* Teaching Toolkit: Role of Assessment. University College Dublin, 2010, pp.45-52
20. *Brown S.* Assessment for Learning // Journal of Education, 2004, Retrieved / from <https://www2.glos.ac.uk/>
21. Center for Educational Research and Innovation. Assessment for Learning Formative Assessment, 2008 / Retrieved from <http://www.oecd.org>
22. Raz-Kids / Retrieved from <https://www.raz-kids.com/>

Redaksiyaya daxil olub 07.11.2024