



Using Assessment Results to Improve English Language Teaching and Learning

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Abstract: This article examines and analyzes the use of criterion-based assessment technology in English lessons. And also, examples are given in the form of a Self-assessment card for classes and levels of students in secondary schools.

Key words: lesson, English, criteria-based assessment, knowledge, level.

The implementation of State Educational Standards of Educational Education based on a competency-based approach, the need to improve the level of education and modern requirements for the quality of education determine the relevance of searching for new approaches to the assessment process. Assessment acts as a means of teaching, since it makes it possible to track the individual progress of students in achieving planned results in various areas of cognitive activity, and provides feedback for teachers, students and their parents [1]. At the same time, assessment and control and evaluation activities are part of universal educational activities, and, therefore, are an independent element of the content of education that needs to be formed and developed. Traditional assessment does not correspond to the trends of the times, as it has a number of disadvantages.

Firstly, it is, to one degree or another, subjective, since it does not have clear criteria for assessing the achievement of the planned results of the learning process, which would be clear to all participants in the educational process. That is why there is an increase in dissatisfaction with the assessment given by the teacher, both from students and from parents.

Secondly, since students are not involved in the assessment process, this system does not contribute to the formation and development of educational independence, the ability for self- and mutual assessment, the need for action and improvement of their learning. Modern assessment should be multifunctional, understandable, and criterion-based. According to the definition, “criteria-based assessment is a process based on comparison of students’ educational achievements with clearly defined, collectively developed criteria known in advance to all participants in the educational process, corresponding to the goals and content of education, contributing to the formation of key competencies of students” [2]. This process helps students understand and design their future actions to improve learning outcomes.

English as an academic subject is fertile ground for the use of criterion-based assessment technology. The technology was tested in grades 5-7. In the 7th grade, a separate lesson was held on the joint development of criteria for assessing speech competence in the following types of speech activity: oral (monologue and dialogic) and written (writing a personal letter and postcard) speech. Since it is difficult for seventh graders to understand the criteria formulated in English, we discussed them in their native language. The criteria used when checking tasks with a detailed answer were taken as a basis.

In addition, we have developed criteria for assessing reading and listening skills, as well as tests, tests and dictations. Students noted that they were interested in participating in the development and analysis of assessment criteria and will definitely take them into account when completing oral and written tasks to achieve better learning results. We actively use these criteria when mutually assessing oral and written answers in class. Children take on the role of expert teacher with great pleasure. However, initially it was very difficult to organize due to the insufficient level of objective self-assessment and mutual assessment of students. Thus, if traditionally assessment was the prerogative of the teacher, in the new conditions the student is also included in the process of assessment and mutual assessment of achieved results. The student becomes the real subject of his learning, and the teacher moves from the role of a judge and “arbiter of destinies” to the role of a consultant and assistant [3].

Self-assessment helps students realize their achievements in learning English, as well as identify gaps and weaknesses that require improvement. In grades 5-7, I use special self-assessment tables to organize thematic assessments. Introduction to tables occurs in the first lesson on the topic, when working with the introductory page of each module, with the help of which children anticipate the thematic, lexical and grammatical content of the module, set new learning tasks, and a clear picture emerges of what they should learn when working on the module. It is this “picture” that is compiled into a table for subsequent self-assessment. Upon completion of work on each module in the control and correction lesson, after completing self-test tasks in the Progress Check section and the necessary exercises from the workbook, students fill out this self-assessment table, presenting their subjective opinion about the level of mastery of the module material.

I complete this self-assessment sheet for each student after the test, taking into account the grade received on the test, as well as the student's participation in various activities during the module and his overall progress. Sample self-assessment tables are in the teacher's book for the Spotlight textbook by Y.E. Vaulina, D. Dooley, V. Evans. We took them as a basis when compiling our tables, which we use in every correction and control lesson at the end of work on the module in grades 5-7. These tables are also indispensable at the stage of reflection, when the student voices what he did well, what was not so good, what still needs to be worked on, thus setting himself new learning tasks.

I also use criterion-based assessment technology in home reading lessons. Having such a table at hand, the student clearly understands what he needs to do and how to organize his work step by step in order to achieve the highest result. Criteria-based assessment also takes place in current lessons, for example, when developing and improving grammatical skills and when organizing work on vocabulary. While studying a new topic, I invite students to evaluate the success of their work at each stage of the lesson, let's look at the following examples:



Task 1. Look at this crazy fridge and choose the sentences to describe it. Tick them. Each right answer gives you **one point**.

- 1) There is some ham in the fridge.
- 2) There are a lot of tomatoes in the fridge.
- 3) They don't have any bananas there.
- 4) There is no coffee in the fridge.
- 5) There are very many mice there.
- 6) They have a small fish the fridge.

1	2	3	4	5	6	My points

Task 2. Using word constructor makes up five sentences to describe the fridge. Each right sentence gives you **two points**.

1)	
2)	
3)	
4)	
5)	
My points:	

- 1) there, fridge, is, mice, big, and, cat, seven, in, the, a.
- 2) fridge, is, any, in, there, bacon, the,?
- 3) are, mushrooms, not, any, there, there.
- 4) there, are, a, lot, of, eggs, there.
- 5) a, are, few, there, salty, there, cucumbers.

Task 3. Think of your own sentences to describe this fridge. Each right sentence gives you **three points**.

1)	
2)	
3)	
4)	
5)	
My points:	

My scores:	My mark	Teacher's mark
22-28	5	
13-21	4	
9-12	3	
less than 9	2	

Self-assessment form:

Form 6, Module 9, lesson 1			Name _____		
Stages of the lesson	2	1	0	My scores	Teacher's scores
1)	I can "buy" all necessary food from my shopping list.	I have found 2 or 3 necessary words from my shopping list.	My basket is nearly empty.		
2)	I can read and understand all new words on the topic 'Food'.	I can read and understand 5-8 new words on the topic 'Food'.	I have not learned new words.		
3)	I can write all new	I have made only 1-3	I have made 4 or		

	words on the topic 'Food'	mistakes in writing new words new words.	more mistakes in writing.		
4)	I have made up the sentence for describing the fridge correctly.	I have made up the sentence with help of my friend.	I have not made up the sentence for describing the fridge correctly.		
5)	I have found all true sentences about British eating habits.	I have found 2-3 true sentences about British eating habits.	I have not understood the text about British food.		
6)	I can complete the text about traditional British food with help of the picture. I haven't made any mistakes.	I can complete the text about traditional British food with help of the picture. I have written 3-4 words.	I cannot complete the text about traditional British food by myself.		
7)	I took an active part in the presentation of my group's project.	I could only read my role.	I didn't take part in the presentation.		
In total:					
14-13 points - "5" 12-10 points - "4" 9-7 points - "3" less than 7 - "2"				My mark is	Teacher's mark is

Form 5 Module 1			
Name _____	very well 3 points	OK 2 points	not very well 1 point
I know all the words of the module <i>School days</i>			
I can write the words of module <i>School days</i>			
I can write a school timetable			
I can write a fact file about myself			
I can count from 1 to 20			
I can use articles a/an			
I can use personal pronouns			
I can use the verb 'to be'			
I can use capital letters correctly			
I can talk about school subjects and objects			
I can introduce myself and others			
I can greet people			
I can say the days of the week			
In total:			
My mark: 39-35 points - "5" 34-27 points - "4" 26-19 points - "3" less than 19 - "2"			
The teacher's mark			

Form 5			
Module 5: Present Simple			
Name _____	very well 3 points	OK 2 points	not very well 1 point
I can use spelling rules of the verbs in the 3 rd Person Singular			
I can use Present Simple (affirmative)			
I can use Present Simple (negative)			
I can use Present Simple (interrogative)			
I know and can use reading rules of verbs in the 3 rd Person Singular			
I can say the days of the week			
I know and can use the Adverbs of frequency in Present Simple			
I can talk and write about an animal using Present Simple			
In total:			
My mark: 24-21 points - “5”			
20-17 points - “4”			
16-12 points - “3”			
less than 12 - “2”			
The teacher’s mark			

To summarize, I can say that assessment should be criterion-based, it does not depend on the subjective assessment of the teacher, and the main criteria are the expected results that correspond to educational goals. Criteria-based assessment makes the assessment transparent. The presence of criteria for assessing work helps students consciously approach the implementation of various types of tasks, take into account the proposed requirements, predict their own learning outcome and realize success and, therefore, increase motivation and interest in learning English. The teacher has operational information for analyzing and planning his educational activities, which gives him the opportunity to improve the quality of teaching his subject and improve learning outcomes. Criteria-based assessment must be used in the learning process, this is the future.

References

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