



Kamola ALAUDINOVA,
"TIQXMMI" Milliy tadqiqot universiteti katta o'qituvchisi, PhD
E-mail: kamola.mansurovna.phd@gmail.com

O'ZMU dotsenti, PhD H.Maksudova taqrizi asosida

HOW TO USE ASSESSMENT IN EDUCATION

Annotation

This article is based on extensive research that validates the significance of assessment in teaching. It explains what assessment is and how to use it effectively. Effective assessment will significantly enhance the professional life of teachers and their students' success. Research has confirmed that students who are given clear objectives and frequent assessments aligned to those objectives can learn in six months what would take other students an entire year to learn. By synthesizing research findings and best practices in assessment, this article aims to provide educators and policymakers with valuable insights and recommendations for improving assessment practices in education to support student success and enhance educational outcomes.

Key words: Formative assessment, summative assessment, evaluation, feedback, testing, grading, instruction.

СПОСОБЫ ИСПОЛЬЗОВАНИЯ ОЦЕНИВАНИЯ В ОБРАЗОВАНИИ

Эта статья основана на обширных исследованиях, которые подтверждают значимость оценивания в образовании. Она объясняет, что такое оценивание и как ее эффективно использовать. Эффективная оценка значительно улучшит профессиональную жизнь учителей и успех их студентов. Исследования подтверждают, что студенты, которым предоставляются четкие цели и частые оценки, соответствующие этим целям, могут учиться за шесть месяцев то, что другим студентам заняло бы целый год. Синтезируя результаты исследований и лучшие практики в области оценки, эта статья стремится предоставить педагогам ценные идеи и рекомендации для улучшения практик оценки в образовании, чтобы поддержать успех студентов и улучшить образовательные результаты.

Ключевые слова: Формативное оценивание, суммативное оценивание, оценка, обратная связь, тестирование, оценивание, инструкция.

TA'LIMDA BAHOLASHDAN FOYDALANISH USULLARI

Ushbu maqola ta'limda baholashning ahamiyatini tasdiqlovchi keng qamrovli tadqiqotlarga asoslangan. U baholash nima ekanligini va undan qanday samarali foydalanishni tushuntiradi. Samarali baholash o'qituvchilarning kasbiy hayotini va ularning talabalarining muvaffaqiyatini sezilarli darajada yaxshilaydi. Tadqiqotlar shuni tasdiqlaydiki, aniq maqsadlar va ushbu maqsadlarga mos keladigan tez-tez baholashlar taqdim etilgan talabalar olti oy ichida boshqa talabalarga to'liq yil talab etiladigan bilimlarni o'rganishlari mumkin. Tadqiqot natijalarini va baholashda ilg'or tajribalarni sintez qilish orqali ushbu maqola o'qituvchilarga o'quvchilar muvaffaqiyatini qo'llab-quvvatlash va ta'lim natijalarini yaxshilash uchun ta'limda baholash amaliyotini takomillashtirish bo'yicha qimmatli tushuncha va tavsiyalar berishga intiladi.

Kalit so'zlar: Formativ baholash, summativ baholash, baholash, fikr-mulohaza, test, ko'rsatma.

Introduction. The number one factor for improving student achievement is frequent formative assessment. Assessment is at the heart of effective teaching. It is one of the most powerful influences on student achievement. When both the students and the teacher are moving towards the same objective, that's when you get learning. Assessment plays a crucial role in education, serving as a powerful tool to measure student learning, provide feedback for improvement, and inform instructional decisions. It encompasses a wide range of methods and strategies that educators use to evaluate student progress, identify areas of strength and weakness, and guide the learning process. In this article, we will delve into the significance of assessment in education, explore different types of assessment methods, and discuss best practices for effective assessment strategies. Assessment is an integral part of the teaching and learning process, as it helps educators gauge the effectiveness of their instruction and students' understanding of the content. Assessment also serves as a form of feedback for both students and teachers. For students, assessment provides insight into their progress and performance, helping them understand their strengths and areas for improvement. It motivates students to strive for excellence and encourages self-reflection on their learning journey. For teachers, assessment offers valuable data on student achievement, enabling them to adjust their instructional strategies, provide targeted interventions, and support student success.

Literature review. This literature review aims to explore the current research and perspectives on assessment, evaluation, and testing in the context of literature education. Assessment in literature education involves the systematic collection and analysis of information about students' knowledge, skills, and abilities in the subject. According to Black and Wiliam (1998), assessment should be formative in nature, providing ongoing feedback to both teachers and students to improve learning outcomes. Formative assessment strategies, such as peer review, self-assessment, and feedback loops, have been shown to enhance student engagement and achievement in literature classes (Hattie & Timperley, 2007). Evaluation in literature education focuses on determining the overall effectiveness of instructional practices and curriculum design. Researchers have emphasized the importance of using multiple measures of evaluation, including standardized tests, performance assessments, and teacher observations, to provide a comprehensive picture of student learning (Stiggins, 2002). Testing in literature education involves the administration of assessments to measure students' knowledge and understanding of literary texts, genres, and themes. While traditional multiple-choice tests have been widely used in literature classes, researchers have advocated for the integration of authentic assessments, such as essays, projects, and presentations, to assess higher-order thinking skills (Wiggins & McTighe, 2005). Performance-based assessments allow students to demonstrate

their creativity, analytical abilities, and communication skills in response to literary works.

Analysis and results. Two kinds of assessment. Assessment gives students information about their progress and

Formative assessment
Used to FORM students' knowledge and skills as they learn lesson objectives
Used by the teacher to determine what modifications to be made to instruction
Used along with continual feedback during a unit of study
Used for further learning.

Summative assessment
Occurs at the conclusion of a unit of study to SUM up how well the students have achieved the lesson objectives
Used as a culminating test with a grade, rating, or ranking given to the student
Used to test and grade.



Table 1. Differences between assessment and evaluation.

Assessment vs. Evaluation		
Area of difference	Assessment	Evaluation
Time	Continuous and ongoing to improve learning	Final, to measure quality
Observation	How learning is progressing	What has been learned
Results	Assistance in areas needing improvement	Only interested in end result
Content	Constant diagnosis and adjusting instruction	Rating or ranking to arrive at a grade or score

Assessment in daily life. The simplest example of assessment is when you look in a mirror and adjust your hair or clothes. Assessment is what you do when you check how the cooking is coming along when you adjust the seasoning or temperature. When you are in pain you go to a dentist. The dentist asks questions about your problem and does an examination. When the results are assessed, the doctor does not say, "I give you a D (or 3)". The doctor prescribes a treatment or medication to improve your health. You may even need a recommendation for a specialist because of your particular need. Assessment in the classroom is the educational equivalent of a medical checkup.

The two most important aspects of teaching are assessment and feedback. Over the past twenty years, educational research has confirmed the value of

- Linking instruction to assessment,
- Assessing student work to inform instruction, and
- Using assessment practices to drive learning.

Effective teachers use assessment and feedback as the major strategy in their teaching.

The research is clear. What teachers do in their classrooms matters. When Joh Hattie (Visible Learning) conducted an extensive meta-analysis that focused on student achievement, formative assessment topped his list as one of the most influential practices that improve student outcomes.

To guide students, keep four factors in mind for sound formative assessment practice.

1. Clearly lay out what you want students to learn
2. Monitor evidence of that learning
3. Provide helpful feedback to individual students.
4. Adjust teaching and reteaching the lesson.

Practice this by asking the question.

gives teachers information about their instruction. There are two types of assessment, and they are often confused: formative and summative.

Another term for summative assessment is evaluation. Assessment is for growth in learning but not for testing. Testing is for scoring, marking, or grading. Teachers may take a test home to score, but cannot take an assessment home to score. Assessment is used for immediate feedback to help students. Assessment is done in the classroom in real-time.

Differences between assessment and evaluation

Assessment is based on where teachers and students are going (the learning objectives and performance targets for a particular class and task). It determines where they are in relation to those objectives and targets and informs them what they need to do to close any gaps between the objectives and their current performance.

Assessment focuses on learning and teaching and provides direction for student progress and instructional improvement. It is centered on the learner, based on objectives, and not graded.

Evaluation focuses on grades and results, and it may reflect issues in the classroom other than course content and mastery level. These could include participation in discussion, cooperation, attendance, and, incorrectly, even behavior.

1. What will students learn?
2. Did they learn it?
3. How will I reteach to mastery?

Assessment is to be used in real-time by both students and teacher. It helps students make progress while on task and is used by the teacher to modify lesson plans and instruction to further student learning. This must be done in real-time, also.

James Stronge, who has researched and written on the quality of effective teaching, states it is not about what program or approach is used, what technology has been purchased, the number of students in the classroom, the neighborhood the school is located in, or any other external factor. It is what teachers DO to design and adjust lessons in the classroom.

So, assessment is not just for students. It is for teachers, too. In addition to using assessment to monitor and promote student learning, classroom assessment should also be used to examine and improve teaching practices. Assessment helps teachers determine where students are so they can adjust lessons to support student learning.

Conclusion. Assessment is one of the most powerful influences on student achievement. Research has shown that regular assessment produces significant and substantial learning outcomes and student success over time. The primary function of assessment is to inform students of progress in reaching desired performance levels and to help teachers identify strengths and weaknesses -what students know and what they still need to learn. Assessment measures understanding and performance. The teacher uses it to analyze each student's needs; provide constructive, personalized feedback; and make decisions on how to improve instruction. It is the most important tool a teacher has to create a classroom environment where learning and achieving are paramount and students' efforts are recognized and respected.

REFERENCES

1. Black P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5-31.
2. Popham, W. J. (2008). *Transformative assessment*. Alexandria, VA: ASCD.
3. Stiggins R. J. (2007). *Assessment for learning: A key to motivation and achievement*. Thousand Oaks, CA: Corwin Press.
4. Brookhart S. M. (2013). *How to assess higher order thinking skills in your classroom*. Alexandria, VA: ASCD.
5. Nitko, A. J., & Brookhart, S. M. (2011). *Educational assessment of students (6th ed.)*. Boston, MA: Pearson.

6. McMillan J. H., & Hearn, J. (2008). Student self-assessment: The key to stronger student motivation and higher achievement. *Educational Horizons*, 87(1), 40-49.
7. Pellegrino J. W., Chudowsky, N., & Glaser, R. (Eds.). (2001). *Knowing what students know: The science and design of educational assessment*. Washington, DC: National Academies Press.
8. Wiggins G., & McTighe, J. (2005). *Understanding by design*. Alexandria, VA: ASCD.
9. Shepard L. A. (2000). The role of assessment in a learning culture. *Educational Researcher*, 29(7), 4-14.
10. Sadler D. R. (1998). Formative assessment: Revisiting the territory. *Assessment in Education: Principles, Policy & Practice*, 5(1), 77-84.
11. Scriven M. (1991). *Evaluation thesaurus* (4th ed.). Newbury Park, CA: Sage Publications.
12. Stake, R. E. (2004). *Standards-based and responsive evaluation*. Thousand Oaks, CA: Sage Publications.
13. Rossi P. H., Lipsey, M. W., & Freeman, H. E. (2004). *Evaluation: A systematic approach* (7th ed.). Thousand Oaks, CA: Sage Publications.
14. Patton M. Q. (2008). *Utilization-focused evaluation* (4th ed.). Thousand Oaks, CA: Sage Publications.