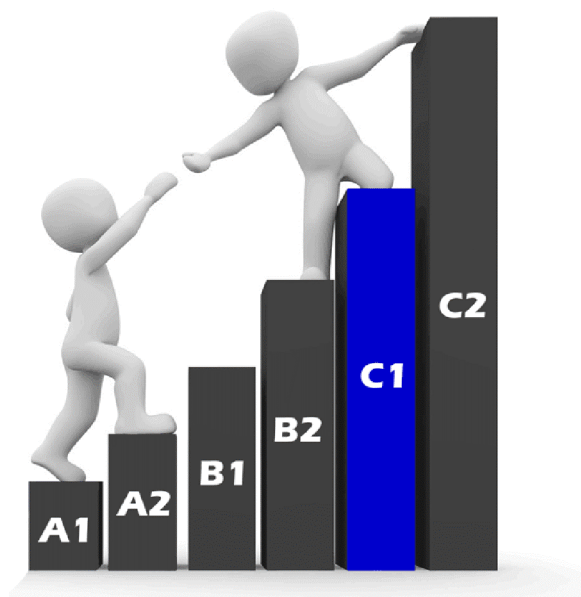




# ҚҚДУ ХУЗУРИДАГИ МИНТАҚАВИЙ МАРКАЗИ 2023



## “ТИЛ КОМПЕТЕНЦИЯЛАРИНИ БАҲОЛАШ МЕХАНИЗМЛАРИ”

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**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ**  
**ОЛИЙ ТАЪЛИМ, ФАН ВА ИННОВАЦИЯЛАР ВАЗИРЛИГИ**

**ҚОРАҚАЛПОҚ ДАВЛАТ УНИВЕРСИТЕТИ ҲУЗУРИДАГИ ПЕДАГОГ**  
**КАДРЛАРНИ ҚАЙТА ТАЙЁРЛАШ ВА УЛАРНИНГ МАЛАКАСИНИ**  
**ОШИРИШ МИНТАҚАВИЙ МАРКАЗИ**

**“ТИЛ КОМПЕТЕНЦИЯЛАРИНИ БАҲОЛАШ МЕХАНИЗМЛАРИ”**  
**МОДУЛИ БЎЙИЧА**

**Ў Қ У В – У С Л У Б И Й М А Ж М У А**

**Қайта тайёрлаш ва малака ошириш курси йўналиши:** Филология ва тилларни ўқитиш: инглиз тили

**Тингловчилар контингенти:** Олий таълим муассасалари профессор-ўқитувчилари

**Нукус – 2023**

**Модулнинг ўқув услубий мажмуаси Олий ва ўрта махсус таълим вазирлигининг 2020 йил “7”-декабрдаги 648-сонли баённомаси билан маъқулланган ўқув дастури ва ўқув режасига мувофиқ ишлаб чиқилган.**

**Тузувчилар:** педагогика фанлари номзоди, доцент **Д.Мамырбаева**

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**Ўқув-услубий мажмуа Бердақ номидаги Қорақалпоқ давлат университети илмий-методик кенгаши (2022 йил “30” декабрдаги 5-сонли баённомаси).**

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# 1. ИШЧИ ДАСТУР

## Кириш

Дастур Ўзбекистон Республикасининг 2020 йил 23 сентябрда тасдиқланган “Таълим тўғрисида”ги Қонуни, Ўзбекистон Республикаси Президентининг 2017 йил 7 февралдаги “Ўзбекистон Республикасини янада ривожлантириш бўйича Ҳаракатлар стратегияси тўғрисида”ги ПФ-4947-сон, 2019 йил 27 августдаги “Олий таълим муассасалари раҳбар ва педагог кадрларининг узлуксиз малакасини ошириш тизимини жорий этиш тўғрисида”ги ПФ-5789-сон, 2019 йил 8 октябрдаги “Ўзбекистон Республикаси олий таълим тизимини 2030 йилгача ривожлантириш концепциясини тасдиқлаш тўғрисида”ги ПФ-5847-сонли Фармонлари ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2019 йил 23 сентябрдаги “Олий таълим муассасалари раҳбар ва педагог кадрларининг малакасини ошириш тизимини янада такомиллаштириш бўйича қўшимча чора-тадбирлар тўғрисида”ги 797-сонли Қарорларида белгиланган устувор вазифалар мазмунидан келиб чиққан ҳолда тузилган бўлиб, у олий таълим муассасалари педагог кадрларининг касб маҳорати ҳамда инновацион компетентлигини ривожлантириш, соҳага оид илғор хорижий тажрибалар, янги билим ва малакаларни ўзлаштириш, шунингдек амалиётга жорий этиш кўникмаларини такомиллаштиришни мақсад қилади.

Дастур доирасида берилаётган мавзулар таълим соҳаси бўйича педагог кадрларни қайта тайёрлаш ва малакасини ошириш мазмуни, сифати ва уларнинг тайёргарлигига қўйиладиган умумий малака талаблари ва ўқув режалари асосида шакллантирилган.

Қайта тайёрлаш ва малака ошириш йўналишининг ўзига хос хусусиятлари ҳамда долзарб масалаларидан келиб чиққан ҳолда дастурда тингловчиларнинг инглиз тили фани доирасидаги билим, кўникма, малака ҳамда компетенцияларига қўйиладиган талаблар такомиллаштирилиши мумкин.

### Модулнинг мақсади ва вазифалари

**“Тил компетенцияларини баҳолаш механизмлари” модулининг мақсади:** тингловчиларнинг халқаро эътироф этилган стандартларга мувофиқ хорижий тилларни билиш даражасини баҳолаш доирасидаги билим, кўникма, малака ҳамда компетенцияларини ривожлантириш.

**“Тил компетенцияларини баҳолаш механизмлари” модулининг вазифалари:**

- Тингловчиларга тил билиш даражасини баҳолаш томойллари ва усуллари буйича билим бериш;

- мавзуга оид олимлар фикрларини таҳлил қилишга ургатиш;

- Баҳолаш мезонларини яратиш ва улардан самарали фойдаланишни амалиятта қўлланишга ўргатиш;

- Альтернатив баҳолаш, Синфни тадқиқ қилиш, Фидбек бериш, Портфолио тузиш, Ўз ўзини баҳолаш учун материаллар яратишни ургатиш;

- CEFR тизими буйича баҳолашни ургатиш;

- Тестлар яратиш усуллари ва принципларини билиш, тил кўникмалари буйича тестлар яратиш кўникмасини шакллантириш.

**Модул буйича тингловчиларнинг билими, кўникма ва малакаларига қўйиладиган талаблар**

“Тил компетенцияларини баҳолаш механизмлари” модулини ўзлаштириш жараёнида амалга ошириладиган масалалар доирасида **тингловчилар:**

- тил компетенцияларини баҳолашнинг асосий тамойиллари буйича тасаввурга эга булиш;

- альтернатив баҳолаш турларини билиш ва улардан фойдаланиш;

- тил кўникмаларини (ўқиш, гапириш, тинглаб-тушиниш, ёзув) баҳолаш мезонларини яратиш;

- CEFR тизими буйича баҳолашни қўлланиш;

- тил кўникмалари буйича тестлар тайёрлаш;

- Мавзуга оид муаммоларини ўрганиш ва олимлар фикрларини таҳлил қилиш малакаларини эгаллаши лозим

**Модул бўйича соатлар тақсимоти:**

№	Модул мавзулари	Тингловчининг ўқув юкلامаси, соат			
		Ҳаммаси	Аудитория ўқув юкلامаси		
			Жами	Жумладан	
				Назарий	Амалий машғулот
1.	Тил билиш даражасини баҳолаш тамойиллари. Мавзуга оид олимлар фикрлари таҳлили	4	4	4	
2.	Баҳолаш мезонларини яратиш ва улардан самарали фойдаланиш. Баҳолаш ва материал тўплаш.	2	2		2
3.	Коммуникатив ва вазифага асосланган тил ўргатишда баҳолаш мезонларини қўллаш.	2	2		2
4.	Альтернатив баҳолаш. Портфолио тузиш. Ўз ўзини баҳолаш.	2	2		2
5.	Синфни тадқиқ қилиш. Фидбек бериш..	2	2		2
6.	CEFR тизими бўйича баҳолаш.	2	2		2
7.	Тестлар яратиш усуллари. Тест принциплари.	2	2		2
8.	Тинглаб тушуниш, ўқиш, ёзув, гаплашиш кўникмаси бўйича тестлар таҳлил қилиш ва яратиш кўникмасини шакллантириш.	4	4		4
	<b>Жами:</b>	<b>20</b>	<b>20</b>	<b>4</b>	<b>16</b>

**НАЗАРИЙ МАШҒУЛОТЛАР МАЗМУНИ**

**1-мавзу: Тил билиш даражасини баҳолаш тамойиллари. Мавзуга оид олимлар фикрлари таҳлили (4 соат)**

**Режа:**

1. Assessment as an ongoing process
2. Summative assessment and formative assessment.
3. Principles of assessment.
4. Scholars points about assessment

**АМАЛИЙ МАШҒУЛОТЛАР МАЗМУНИ**

**2-Мавзу: Баҳолаш мезонларини яратиш ва улардан самарали фойдаланиш. Баҳолаш ва материал тўплаш. (2 соат)**

**Режа:**

1. Factors to consider when developing assessments
2. Practicing designing assessment criteria

**3-Мавзу: Коммуникатив ва вазифага асосланган тил ўргатишда баҳолаш мезонларини қўллаш. (2соат)**

**Режа:**

1. Analysing language learning criteria suggested in manuals
2. Developing assessment criteria for speaking and writing

**4-Мавзу: Альтернатив баҳолаш. Портфолио тузиш. Ўз ўзини баҳолаш. (2соат)**

**Режа:**

1. Defining alternative ways of assessment
2. What is portfolio? How to assess portfolio?
3. Self evaluation principles

**5-Мавзу: Синфни тадқиқ қилиш. Фидбек бериш. (2соат)**

**Режа:**

1. Classroom observation. Designing observation sheets
2. Learning the tips to giving productive feedback

**6-Мавзу: CEFR тизими бўйича баҳолаш. (2соат)**

**Режа:**

1. What is CEFR?
2. Using the CEFR in the development of assessment tools

**7-Мавзу: Тестлар яратиш усуллари. Тест принциплари (2соат)**

**Режа:**

1. The purpose and principles of a test
2. Types of tests
3. Practicing developing tests

**8-Мавзу: Тинглаб тушуниш, ўқиш, ёзув, гаплашиш кўникмаси бўйича тестлар таҳлил қилиш ва яратиш кўникмасини шакллантириш. (4 соат)**

**Режа:**

1. Listening assessment tools
2. Reading strategies and assessing reading
3. Requirements for assessing speaking.
4. Assessing writing.

## АДАБИЁТЛАР РЎЙХАТИ

### I. Ўзбекистон Республикаси Президентининг асарлари

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5. Мирзиёев Ш.М. Миллий тикланишдан – миллий юксалиш сари. 4-жилд.– Т.: “Ўзбекистон”, 2020. – 400 б.

### II. Норматив-ҳуқуқий ҳужжатлар

6. Ўзбекистон Республикасининг Конституцияси. – Т.: Ўзбекистон, 2018.
7. Ўзбекистон Республикасининг “Таълим тўғрисида”ги Қонуни.
8. Ўзбекистон Республикаси Президентининг 2015 йил 12 июндаги “Олий таълим муассасаларининг раҳбар ва педагог кадрларини қайта тайёрлаш ва малакасини ошириш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида” ги ПФ-4732-сонли Фармони.
9. Ўзбекистон Республикаси Президентининг 2017 йил 7 февралдаги “Ўзбекистон Республикасини янада ривожлантириш бўйича Ҳаракатлар стратегияси тўғрисида”ги 4947-сонли Фармони.
10. Ўзбекистон Республикаси Президентининг "Олий таълим тизимини янада ривожлантириш чора-тадбирлари тўғрисида”ги 2017 йил 20 апрелдаги ПҚ-2909-сонли Қарори.
11. Ўзбекистон Республикаси Президентининг “2019-2021 йилларда Ўзбекистон Республикасини инновацион ривожлантириш стратегиясини тасдиқлаш тўғрисида”ги 2018 йил 21 сентябрдаги ПФ-5544-сонли Фармони.
12. Ўзбекистон Республикаси Президентининг 2019 йил 27 майдаги “Ўзбекистон Республикасида коррупцияга қарши курашиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги ПФ-5729-сон Фармони.
13. Ўзбекистон Республикаси Президентининг 2019 йил 17 июндаги “2019-2023 йилларда Мирзо Улуғбек номидаги Ўзбекистон Миллий университетда талаб юқори бўлган малакали кадрлар тайёрлаш тизимини тубдан такомиллаштириш ва илмий салоҳиятини ривожлантириш чора-тадбирлари тўғрисида”ги ПҚ-4358-сонли Қарори.
14. Ўзбекистон Республикаси Президентининг 2019 йил 27 августдаги “Олий таълим муассасалари раҳбар ва педагог кадрларининг узлуксиз малакасини ошириш тизимини жорий этиш тўғрисида”ги

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### Ш. Махсус адабиётлар

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#### **IV. Интернет сайтлар**

1. Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги:  
[www.edu.uz](http://www.edu.uz).
2. Бош илмий-методик марказ: [www.bimm.uz](http://www.bimm.uz)
3. [www. Ziyonet. uz](http://www.Ziyonet.uz)
4. Ўзбекистон Республикаси Президентининг расмий сайти: [www.gov.uz](http://www.gov.uz)
5. Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг расмий сайти: <http://www.edu.uz/modules/wfchannel>
6. [karsu.uz](http://karsu.uz)-Қорақалпоқ давлат университети сайти



## II. МОДУЛНИ ЎҚИТИШДА ФОЙДАЛАНИЛАДИГАН ИНТРЕФАОЛ ТАЪЛИМ МЕТОДЛАРИ

<b>Brainstorming</b>	Brainstorming is a group creativity technique by which efforts are made to find a conclusion for a specific problem by gathering a list of ideas spontaneously
<b>Prediction</b>	A prediction (Latin <i>præ-</i> , "before," and <i>dicere</i> , "to say"), or forecast, is a statement about a future event. They are often, but not always, based upon experience or knowledge.
<b>Group work</b>	Group work is a form of voluntary association of members benefiting from cooperative learning, that enhances the total output of the activity than when done individually.
<b>Pair work</b>	Pair work is learners working together in pairs. One of the main motivations to encourage pair work in the English language classroom is to increase the opportunities for learners to use English in the class.
<b>Reflection</b>	Reflection is the process of reflecting on your experience in order to learn from that experience.
<b>Comparison</b>	Comparison or comparing is the act of evaluating two or more things by determining the relevant, comparable characteristics of each thing, and then determining which characteristics of each are similar to the other, which are different, and to what degree.
<b>Discussion</b>	the activity in which people talk about something and tell each other their ideas or opinions
<b>Elicitation</b>	Elicitation technique or elicitation procedure, any of various data collection techniques in social sciences or other fields to gather knowledge or information from people.

<b>Project work</b>	Project work is a series of activities that allows the students to study,do research and act by themselves using their abilities, interests, personal experience
<b>True/False</b>	Type the question in the form of a statement that students can answer with true or false.
<b>Matching</b>	going together well : suitably paired or used together.

## ELICITATION

### Lesson 2. Activity 1 (5 min)

Ask participants the following questions (if possible write key words on the white board):

- What is *testing*?
- What is *assessment*?
- What is *evaluation*?

### Lesson 7. Activity 1 Different types of tests

Ask participants the following questions. Take answers to each question

one at a time and comment and expand as necessary:

- ~ Do you test your students' knowledge? If you do, how do you do it?
- ~ Why do you have tests with your students?

~ Are there any obligatory tests at your universities? If yes, what kinds of test are these?

☺(10 min) Ask participants when each of the tests is given and why. Draw a timeline to illustrate when different tests are given taking into account different purposes of the tests. Use the following questions:

- ~ When are the tests conducted ?
- ~ What is the purpose of each of the tests?

1)Placement test / proficiency test

2)Progress test

3) Achievement test

4)Proficiency test

### **Lesson 8. Lead-in activity**

Objective: to uncover the current practice of testing and assessing receptive skills

Time: 5 min

► Procedure:

☺ (5 min) Refer participants to the sessions on Teaching Reading and Authenticity.

Ask them what kind of reading subskills they remember. Elicit scanning, skimming, reading intensively. Ask participants the following question:

~ How do you test or otherwise assess your students' reading and listening skills?

• Elicit random answers.

• Establish that in our context reading skills are regarded as a tool for testing other skills like writing, speaking, pronunciation, etc. through such tasks as 'read and retell the text', 'read aloud', 'read and learn by heart'. Reading skills such as scanning, skimming and reading intensively are not tested. Testing listening skills is not very popular because of the lack of resources. Tell participants that this session focuses on testing listening and reading skills.

## **PAIR WORK**

### **Lesson 5. Activity 4**

Time: 20 min

Materials: Handout 4

Procedure:

- Ask participants to work in pairs and fill in the table (handout 4) with the questions/problems and discuss:

- Is any qualitative data necessary to research any of the written research questions? If yes, how this data can be got? (students' tests, questionnaires, etc.)
  - What are the reasons of collecting quantitative data to research the question/problem?
- Ask participants to share filled table and report about the discussed answers to the stated questions.  
Possible answers: participants' answers

### **TRUE/ FALSE**

#### **Lesson 2. Activity 2, Handout 1b. True/False statements**

- A) This course is taught in semesters 5-6.
- B) Students will be able to analyze, develop and plan assessment procedure.
- C) Only theory of testing is introduced in this course.
- D) Students will analyse and develop only multiple-choice questions.
- E) Students will know about different test types.
- F) Portfolios, logs, and project works are considered as an alternative ways of assessment
- G) Students will only discuss how language skills are assessed

### **PROJECT WORK**

#### **Lesson 4. Activity 1 Project work as one of the vehicles for assessing students' performance**

Objective: to give participants an opportunity to analyse a piece of project work done by students

Time: 15 min

Materials: 4 booklets, 4 posters, board, markers, flipchart paper

Preparation: write the questions from the first bullet point on the board

► Procedure:

☺ ☺ ☺ (5-7 min) Put participants in 4 groups. Explain that students of one university were given an assessed task to produce booklets and posters. Distribute

one booklet and one poster to each group. Ask groups to look through the materials and answer the following questions (written on the board):

- ~ What do you think the task of the project was?
- ~ How many students do you think worked on the task?
- ~ What do you think the steps in students' work were?
- ~ How much time do you think the project took?

☺ (7-8 min) Invite groups to share the results of their discussion.

Summarise the activity by saying that project work can be quite an effective way of learning, teaching and assessment and in answering the questions above participants have thought about certain things that should be taken into consideration when setting such tasks.

## **GROUP WORK**

### **Lesson 2. Activity 5. Specifying topics and writing objectives with outcomes**

Time: 25 min

Materials: handout 4

Procedure:

- Distribute handout 4, ask participants to work in groups and read the topics written in the first column
- Ask participants by referring to the example fill in the table with possible subtopics, objectives and outcomes for each topic.
- Say that answers of each group can vary.  
Once they have finished, elicit random answers in the plenary

### **Lesson 4. Activity 2 Skills that can be developed through alternative ways of assessment**

Invite groups to share the marks they have agreed on and ask each group representative to comment on how they came up to the decision.

NB Be sure to lead the group to the concept of assessment criteria through this discussion. While group representatives are presenting their ideas, listen in and make a list (on the board) of assessment criteria mentioned by them. When all the representatives have spoken, draw the whole group's attention to the list of criteria they were using to decide on a mark and ask if anything should be added. (Make sure participants understand what assessment criteria are, refer to the session on Giving Feedback on Writing in module 1)

Make the point that if a task aims at developing the ability to work in groups, or decision making skills, these skills also have to be recognized and credited in the assessment process.

**Lesson 4. Activity 2. Task for students**

1. You are required to work in small groups of no more than 4 people. The task for you is to write a newspaper article about a local zoo. You will have to:

1. think about the specific things in the zoo you would like to concentrate on;
2. visit the zoo and collect all the necessary information;
3. analyse the information you have collected and think how you can use it to write an

**Lesson 4. Activity 3 More ideas**

Ask participants to work in 4 groups. Assign one type of assessment to each group. Tell groups to imagine that they will have to use one of the assessment types in their teaching. Ask them to think how they can incorporate this type of assessment into their system of assessment (they do not need to think of a task instruction in great details, only a brief idea). Ask groups to fill in the following proforma in handout 3:

Type of assessment	
Progress or achievement	
What skills it will test	
The percentage weighting (from the overall 100 percent for the semester)	

Task description (very briefly, just an idea would be fine here)	
Time allocated for students	
Individual or group	
Assessment criteria	

### **Lesson 6, Activity 1 Assessing speaking**

Put participants in groups. Tell them that they are going to listen to a sample of students' speech. Ask participants to assess the student's answer according to the scale on the board. Play the tape œ.

☺ ☺ ☺ (10 min) Ask participants to discuss their results in groups. Tell them to think what aspects of the spoken language they took into account and ask them to come up with the criteria for assessing spoken language. Ask the following question:

### **Lesson 6. Activity 2 Rating scales for assessing speaking**

Put participants in 5 groups and tell them that each group will receive a scrambled description of one of the criteria. Tell them that they will need to put the descriptors according to the levels of proficiency from A1 (beginner) to C2 (advanced) paying attention to the key words that help define the level of proficiency.

- Give out the handout 1 to participants.
- ☺ (10 min) Ask groups to report on their work. Tell them to speak particularly about the language in the chart that helped them define the levels.

### **Lesson 7. Activity 4 Principles of testing**

Objective: to work out the main principles of a good achievement test

Time: 15 min

Materials: board, markers

► Procedure:

☺ ☺ ☺ (5 min) Tell participants to work in groups and based on their discussions of good and bad items draw up some principles of a good test.

☺ (10 min) Collect participants' ideas on the board.

### **Lesson 8. Activity 1 Testing reading skills**

Put participants in groups of 5. Ask groups to study the tests and answer the following questions:

1. What reading sub-skills does each item test?
2. Do you actually have to read the text in order to answer the questions?
3. What kinds of texts (authentic or non-authentic) are used in the test?
4. What did you like and dislike about this test?

☺ (5 min) Elicit random answers to each question one at a time and expand on them.

## **REFLECTION**

### **Lesson 4. Hometask**

You are also required to write a brief personal reflection (150 words maximum) about how you worked together and your individual contribution to the project. Submit both papers (an article and a report) in 4 weeks time

## **MATCHING**

### **Lesson 5. Lead-in activity**

Time: 15 min

Materials: Handout 1

Procedure:

Ask participants to match classroom research procedures to their definitions.

Possible answers:

<i>Teaching journals</i>	Written or recorded accounts of teaching
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	experiences.
<i>Lesson reports</i>	Written accounts of lessons which describe the main features of the lessons.
<i>Surveys and questionnaires.</i>	Activities such as administering a questionnaire or completing a survey, designed to collect information on a particular aspect of teaching or learning.
<i>Audio and video recordings</i>	Recordings of a lesson, or part of a lesson.
<i>Observation.</i>	Tasks completed by a student teacher observing a cooperating teacher's class, or peer observation (i.e., tasks completed by a teacher visiting a colleague's class).

### III. НАЗАРИЙ МАШҒУЛОТ МАТЕРИАЛЛАРИ

**1-мавзу: Тил билиш даражасини баҳолаш тамойиллари. Мавзуга оид олимлар фикрлари таҳлили (4 соат)**

**Theme 1. Language assessment principles. Scholars points about assessment (4 hours)**

**Режа:**

- 1. Introduction. Assessment as an ongoing process**
- 2. Summative assessment and formative assessment**
- 3. Fundamental principles of assessment**
- 4. Scholars points about assessment**

**Key words:** formative assessment, summative assessment, formal and informal assessment, final and continuous assessment, product-driven assessment, process-based assessment, convergent, divergent, validity, reliability, cohort referencing.

#### **1. Introduction. Assessment as an ongoing process**

Assessment is an ongoing process aimed at understanding and improving student learning. It involves:

- making our expectations explicit and public;
- setting appropriate criteria and high standards for learning quality;
- systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards;
- and using the resulting information to document, explain, and improve performance.

We accept here that assessment: ... is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality;

systematically gathering, analysing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education. (Angelo, 1995, pp. 7-9)

## **2. Formative and summative assessment**

Assessment is usually subdivided into two categories, often known as summative assessment and formative assessment.

➤ Formative assessment has a developmental purpose and is designed to help learners learn more effectively by giving them feedback on their performance and on how it can be improved and/or maintained. Reflective practice by students sometimes contributes to formative assessment. Formative assessment is designed to assist the learning process by providing feedback to the learner, which can be used to highlight areas for further study and hence improve future performance. Self and diagnostic assessment are types of formative assessment with specific purposes. (Computer based test, which provides feedback on areas of weakness, an essay which is annotated with the lecturer's comments, but no overall mark) Formative assessment on the other hand allows the students and other interested parties to form a more detailed opinion of their abilities, which can then be used to inform further study, concentrating students' efforts on the more appropriate areas and hence improving overall performance.

➤ Summative assessment is used to indicate the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme. Summative assessment is for progression and/or external purposes, given at the end of a course and designed to judge the students' overall performance. (IQ tests, driving tests, traditional examinations)

### **Formal or informal**

➤ Formal assessments are where the students are aware that the task that they are doing is for assessment purposes. Formal assessments are perceived to be 'fairer'. Criteria tend to be more explicit and have less room for bias. Students know they are to be assessed and behave accordingly. However, such assessments can induce stress sometimes causing students to perform less well; others may cram and perform well, but without deep understanding.

➤ With informal assessment the judgements are integrated with other tasks. Informal assessments can reduce stress, and give a more valid view of students' abilities, however some students may feel 'cheated' out of their chance to shine. There can also be problems with hidden prejudices and stereotypes influencing the judgement of the assessor when informal assessments are used.

#### **Final or continuous**

➤ Final (terminal) assessment is that which takes place only at the end of a course while continuous assessment is scattered throughout the course.

➤ The primary advantage of final assessment is that it is simple to organise and condenses the assessment process into a short space of time. This means, however, the timing of the examination becomes of great importance. Illness at an unfortunate time can unduly influence the result. Furthermore final assessment cannot be used for formative purposes.

➤ The main advantages of continuous assessment are that both students and lecturers obtain feedback from the process which can then be used to improve teaching and learning, and the final result is based on evidence gathered over the span of the learning period. Disadvantages include the increased workload inherent with this mode of assessment, and difficulties associated with students from different backgrounds tackling the same material and being assessed in exactly the same way.

➤ Final assessment may be appropriate where there is evidence that learning each new field of study contributes to the understanding of every other, and hence learning can only be assessed as a complete whole rather than as constituent parts.

Continuous assessment is more appropriate where student feedback is required and a series of pieces of information are required across the course to build up a picture of students' abilities. Computer-assisted assessment (CAA) can provide a powerful means of continuous assessment, providing rapid and detailed feedback to students and academics about the learning process

### **Process or product**

➤ With the rapidly changing nature of modern society, increased emphasis is being placed on skills and abilities rather than knowledge. It is therefore important to consider whether you wish to assess the product of student learning, or the process undertaken.

➤ Product-driven assessments are usually easier to create, as the assessment criteria tend to be more tangible. They can also be more easily summarised. Process-based assessments however can give more useful information about skills, and can highlight to students the importance of learning generalised techniques rather than specific knowledge. Some students do see process-based assessments as unfair 'How are we supposed to write an essay on Quarks when you haven't taught us about them?'. Therefore, the reasons for assessing in this manner, the criteria that will be applied, and what will be considered evidence must be explained carefully to students.

➤ Process-based assessments are best where the learning is skill or ability-based, while product-based assessments are best where the knowledge content of the course is fundamental. Most assessments are mixtures of the two forms. The balance is critical in ensuring that the assessment is fit for the purpose

### **Convergent or divergent**

Convergent assessments are those which have one correct answer that the student is trying to reach. Divergent assessments appreciate a range of answers based on informed opinion and analysis. Convergent assessments are generally easier to mark - both by automated and human means. They tend to be quicker to

deliver and give more specific and directed feedback to individuals and can also provide greater curricular coverage. However, they can be limited in scope and can occasionally degenerate into a 'quiz' of facts about the area of study. There is also a temptation to only test that which is easily translated into a convergent form.

CAA is an increasingly common form of convergent assessment. Computers offer particular advantages in extending the scope and authenticity of convergent assessments, however good questions and tests require skilled design and construction. Divergent assessments can be more authentic, and make it easier to assess higher cognitive skills. However, they can be time consuming to set and mark. They also require greater marking skill than convergent assessments, this can involve training markers and/or detailing criteria.

➤ Where knowledge is the primary issue, convergent assessments can be very useful. Because of their wide curricular coverage, they can be very important in formative assessment to quickly and effectively highlight areas of weakness and gaps in students' knowledge. Where there is a core of knowledge that is a fundamental base for the study of the subject, convergent assessment can be an effective way of ensuring that it is in place. CAA is often used to provide broad and rapid assessment of students' knowledge, it can effectively identify gaps in students' knowledge using statistical analysis and reports.

➤ Divergent assessments by contrast are best suited when there may be a difference of opinion based on interpretation. This is most obvious in an area such as literary criticism, but can also be important in a medical diagnosis for example. A divergent assessment - requiring students to explain the basis for their diagnosis - can check students' reasoning, and uncover misapprehensions that they might be under. It also allows for valid diagnoses that may not have occurred to the question setter.

### **Purposes of assessment**

Assessment serves a number of purposes. The main purpose of summative assessment is to measure student learning in a way that recognises it through the

award of credits or equivalent (the combination of which can then lead to a named qualification). However, of equal importance is the recognition that assessment should also be an integral part of learning, or that summative as well as formative assessment can, and does, facilitate student learning.

To ensure that the communication is as honest as possible it is crucial to make sure that the assessment is both valid - in that it tests a relevant skill or ability, and that it is reliable - in that the same result would be achieved if you repeated the assessment

For the student, individual pieces of assessment provide a source of motivation for study; they promote learning by providing feedback on performance and help students to identify their strengths and weaknesses.

For the lecturer, assessment provides an opportunity to evaluate the knowledge, understanding, ability and skills attained by different students. The overall profile of student performance offers useful information for assessing the effectiveness of course content and teaching methods, thereby facilitating improvement.

For the institution, assessment provides information upon which decisions as to students' progression and the receipt of awards may be based. The assessment process enables the institution to ensure that appropriate standards are being met, in accordance with nationally agreed frameworks, such as subject benchmark statements and the frameworks for higher education qualifications. Information generated by assessment, such as mark or grade distributions, forms a valuable tool for quality assurance and enhancement.

### **3. Fundamental principles of assessment**

#### **Validity and reliability.**

Although validity and reliability are separate entities it makes sense to consider them together because jointly they define the overall quality of assessment. Conventional wisdom suggests that a valid test must always be reliable, although this is being challenged in some quarters. A valid assessment is one which

measures that which it purports to measure, while a reliable assessment is one where the same results are gained time after time.

A valid assessment is one which measures that which it is supposed to measure. For example, a Physics assessment which insisted that answers had to be written in German would not be a valid assessment as there is a good chance that you would be testing students' knowledge of German rather than their abilities in Physics. It is important when designing an assessment that you consider whether it does actually assess what you intend it to. There are several different types of validity and it is worth considering each of these in turn.

#### Curricular (content) validity

The first overarching form is curricular validity - ensuring that the aims of the curriculum are in keeping with what the students need to know. Without curricular validity, not only is the assessment quality doubtful, but calls into question the quality of the whole course. Ensuring curricular validity means ensuring that the learning objectives for the course are closely related to the desirable outcomes of a successful student.



### Construct validity

Construct validity is essentially how closely the assessment relates to the domain that you wish to assess. Most assessments require broadly based skills beyond the subject domain (e.g. the ability to read questions involving technical terminology, to construct an essay, even the ability to turn up to the exam hall on time). Some of these skills can be validly included as part of the assessment as they could be considered to be implicit criteria within the learning objectives, while other skills may not be. For example, a CAA which required a high level of information technology skills would be inappropriate if you were testing students' ability to read geological maps. Ensuring construct validity means ensuring that the assessment content is closely related to the learning objectives of the course.

### Predictive validity

Predictive validity suggests that predictions made on the basis of the assessment results will be valid. For example you might predict that someone who scored an A in Biology (at A-level) might perform better in a degree course in Biology than someone who failed. If that is the case, then the assessment can be considered to have predictive validity. This type of validity is most important when the primary purpose of the assessment is selective. Ensuring predictive validity means ensuring that the performance of a student on the assessment is closely related to their future performance on the predicted measure.

### Reliability

A reliable assessment consistently gives the same results under identical circumstances. A physics assessment which gave the same candidate three different grades on three consecutive occasions, without any substantive change in the candidate's abilities in-between, would not be a reliable assessment. It is important when designing an assessment that you consider whether the results achieved will be consistent. There are several different ways of measuring reliability.

### Test-retest reliability

Test-retest reliability is the correlation between candidates' attempts at the same test. Where there is little test-retest reliability, the people who did well first time round may not do well second time round. Obviously this is an important consideration as it suggests that some element of the measure may be due to chance rather than actual skills, ability and knowledge.

### Parallel forms reliability

Parallel forms reliability is the correlation between candidates' attempts at two tests which are supposed to be identical. Where this type of reliability is lacking, there is evidence that the tests are testing different things; suggesting that one or both are not testing the pre-defined knowledge and skills - or domain- intended.

### Internal consistency

The internal consistency of a test is essentially a pseudo-measure of reliability. Most of the time we do not have the luxury of constructing two separate tests, or testing the students twice. Internal consistency is designed to measure what would have happened had we done that. It is essentially the correlations between the test items. It can be thought of as an estimate of the correlation between the test that was actually delivered, and all of the other possible tests that might have been constructed using those items.

### Referencing

The referencing of an assessment is the basis of the judgement. There are three main ways of referencing: against peers (norm-related referencing), whereby the judgement is essentially a comparison between the student and other people; against objective criteria (criterion referencing) where the judgement is a comparison between the student's abilities and the contents of a pre-defined domain; and against the student her/himself (ipsotive referencing) where the judgement is a comparison of the student's performance on one area as against prior performance, or performance on other areas.

### Norm-related referencing

Norm-related referencing is the comparison of individuals with their peers. This was popular through the mid-20th century, but has become rather unfashionable in modern testing. It can be useful for selective purposes (e.g. for the distribution of a scholarship to the 5 best students, or extra tuition to the 5 which are struggling most), but gives little information about the actual abilities of the candidates.

### Norm referencing

Classic norm referencing involves delivering a test to a representative sample of the type of students that you wish to assess, and developing norms based on the results. These norms are then used to grade subsequent groups of students. This can lead to anomalies where the group on which the norm was based becomes very different from the group that is currently taking the examination. This type of referencing is normally credited with maintaining standards across time however, as the curriculum and intake changes, these will not be reflected in the assessment leading to unreliable results.

### Cohort referencing

Cohort referencing is similar to norm referencing, however, it takes the subgroup of candidates attempting the assessment as its base-line. Under this type of referencing, the highest results are given to students who attain the best marks relative to their peers who also took the assessment at the time. Unless you can be confident that the intake remains unchanged, this makes for unreliable comparisons across student groups, particularly where the cohort is small. Attainment of a high grade can be as dependent on the performance of the other students taking the assessment as on your own performance.

### Criterion referencing

Criterion referencing is a comparison of an individual with pre-defined criteria. It can be used for both formative and summative purposes, both highlighting areas of weakness and determining whether candidates have achieved an acceptable level in

the areas they are expected to know about. Results can often be misinterpreted, particularly by those who are more familiar with the older, norm (related) referencing. It must be made clear to users of the assessment data that the criteria for success is performance against learning objectives, rather than performance against other students.

#### Ipsotive referencing

Ipsotive referencing is a comparison of an individual against him/herself. Although generally unsuitable for selective purposes, Ipsotive referencing can be extremely useful for diagnostic or formative purposes.

#### Difficulty (facility)

The difficulty of a question (or mark point) can be thought of as the proportion of students who get the question correct. In order that students are separated out as much as possible it is desirable for assessments overall to have a difficulty level of about 0.5 - so that the mean mark is roughly half of the marks available.

Where one question in an assessment carries a high proportion of the marks (e.g. a 25 mark essay question on a paper worth 40 marks), it is desirable for the difficulty level of that question to be close to 0.5. In contrast where an individual question is worth a lower proportion of the marks, it is quite acceptable for it to have a higher or lower facility value.

Where a test is comprised of many questions, each worth a low proportion of the total marks available, it is desirable to have questions which vary in difficulty, so that candidates at all points of the ability stratum may be fully tested. It is, however, undesirable for questions to have facility values above 0.85 or below 0.15,<sup>1</sup> because at this level they are contributing little to overall measurement. The closer the questions come to having a facility value of 0.5, the more they are contributing to the measurement of the candidates.

#### Discrimination

Discrimination is a measure of how well the question distinguishes between students - and thus how much information the question is providing. There are several methods used to calculate the discrimination of a question, the most common being the Pearson product-moment correlation between the question and total score. This measure assumes unidimensionality. Where this is not the case and the test is designed to examine more than one content area or skill, it may be better to use the correlation between the question and the total of other questions within the same domain as a measure of discrimination.

Being essentially a correlation, question discrimination can vary from +1.0 (where there is a perfect relationship between those who score high marks on the question and those who score high marks on the test) to -1.0 (where there is a perfect *inverse* relationship between those scoring high marks on the question and on the test overall).

In general question discrimination should be positive, unless there is good reason to suppose that the assumption of unidimensionality has been violated. In such a case, question discrimination should be positive within the sub-domain that the question tests, or (if it is the only question representing the sub-domain) with another more representative indicator of performance.

Negative question discrimination with a valid criterion should always be regarded as suspect, however, there is no upper limit for this statistic: the higher the correlation, the better the question discrimination, the better the question. In general values below 0.2 are weak, and values above 0.4 are desirable. It should be noted that questions with lower maximum marks, and those with extreme difficulty levels have less potential for variance than those with higher maximum marks, and hence are likely to have a lower discrimination

## **GRADING**

Grading involves comparing a student's performance with a pre-defined set of standards. The two types of grading most commonly in use are norm referenced grading, where the candidate's performance is compared to other people who are

considered to have ‘set the standard’, and mastery learning where the candidate’s performance is compared with a set of learning objectives. In practice most types of grading involve combining the two types.

#### **4. Scholars points about assessment**

There is no generally agreed definition of assessment. Various definitions of assessment and the role it plays in teaching and learning:

1. Assessment involves the use of empirical data on student learning to refine programs and improve student learning. (Assessing Academic Programs in Higher Education by Allen 2004)
2. Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)
3. 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. (Assessing Student Learning and Development: A Guide to the Principles, Goals, and Methods of Determining College Outcomes by Erwin 1991)
4. Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Assessment Essentials: planning, implementing, and improving assessment in higher education by Palomba and Banta 1999)

In all academic settings, assessment is viewed as closely related to instruction. Assessment is needed to help teachers and administrators make

decisions about students' linguistic abilities, their placement in appropriate levels, and their achievement. The success of any assessment depends on the effective selection and use of appropriate tools and procedures as well as on the proper interpretation of students' performance. Assessment tools and procedures, in addition to being essential for evaluating students' progress and achievement, also help in evaluating the suitability and effectiveness of the curriculum, the teaching methodology, and the instructional materials.

Educational assessment can only truly reap benefits for education if it is conceptualized as having the ultimate purpose of ensuring quality education. However, the educational assessment water is muddied by different classifications of assessment that focus on various levels of interrogation. The classification of assessment as either summative or formative leaves something to be desired, as the grouping of summative provides little indication of the use of the data ([Newton, 2007](#)). This has led to the interrogation of the purposes of assessment on a much more detailed level, such as assessment for: genuine improvement actions; instructional purposes; supporting conversations; professional development; encouraging self-directed learning; policy development and planning; meeting accountability demands; legitimizing actions; motivating students and staff; personnel decisions; student monitoring; placement; diagnosis; and resource allocation ([Newton, 2007](#); [Schildkamp and Kuiper, 2010](#)). The intended use and audience/s impact the design and implementation of any assessment and causes complications when data are used for anything other than its original purpose and consumers. This approach of differentiating very specific uses, while valuable when working in a particular topic area, is too detailed to help us conceptualize the role of assessment in establishing overall educational quality on a systemic level. [Newton \(2007\)](#) deals extensively with the importance of establishing clear, meaningful and distinct groupings of assessment purposes. In line with [Newton's \(2007\)](#) work and with adaptation from the arguments of [Brookhart \(2001\)](#) and [Black et al. \(2003, 2010\)](#), this article employs a category grouping approach based on assessment purposes.

Assessment to support learning is often referred to as formative assessment. In line with the arguments of [Brookhart \(2001\)](#) and [Black et al. \(2003, 2010\)](#), who

emphasize the pedagogical role that summative assessment plays in supporting learning. Summative assessment has been judged by both students ([Brookhart, 2001](#)) and educators ([Black et al., 2010](#)) to serve not merely as a tool for reporting learners' progress but to support learning. Assessment to support learning refers to the interaction between learning and assessment that is forward going. This means employing assessment data in a diagnostic approach to determine competence, gaps, and progress so learners may adapt their learning strategies and teachers their teaching strategies ([Black and Wiliam, 1988](#); [Black, 1998](#)). This role is usually, but not solely associated with formative assessment. This type of assessment—be it formative or summative—may be a distinct event or integrated into the teaching practice. It is employed to determine the degree of mastery attained to that point and to inform the learning required to move toward mastery. Formative assessment in particular usually has a high frequency and focuses on smaller units of instruction ([Bloom et al., 1971](#); [Newton, 2007](#)).

There is no doubt that concerted efforts are directed toward improving the classroom assessment environment and progress is being made ([Black et al., 2010](#)). Timely, formative data are essential for continuing such informed improvements in education. Unfortunately though, such data are often lacking.

The classroom environment is where the majority of regular assessments take place to support learning. This mostly represents a low stakes environment where cheating, inadequate student and educator effort, classroom dynamics, and school complexities make for a less than optimum testing environment ([Dorans, 2012](#); [Wise and Smith, 2016](#); [Brown, 2017](#)). The value and importance of valid, reliable assessment data to inform decision-making and to plan monitoring is uncontested ([William et al., 2004](#); [DeLuca and Bellara, 2013](#)), however, highlights the inconvenient truth that our assumption that assessment data are always trustworthy and subject to appropriate scrutiny is a fallacy. This basic assumption often remains unchallenged and leads to decisions based on data which has no more value than the gut instinct of educators or teacher experience. This is a particular risk in the non-standardized, formatively orientated assessment



environment of the individual classroom, which is mostly employed in support of learning.

An over-emphasis of assessment to support learning may lead to an over-dependence on norm referencing. As both formative and summative assessment usually takes place in the classroom environment, the educator's judgment is easily modulated to focus on the skill levels of the group. Learner performance is thus compared to that of the other learners in the class or level. In such a case, it may well happen that the learners in a particular school have commenced at a disadvantage, having not attained the quality standards required of the particular level of study. In the absence of comparison to these standards and performance of learners in other institutions throughout the system, the learners' attainment may be over-estimated, leaving them ill-equipped to compete with learners from other institutions.

## IV. АМАЛИЙ МАШҒУЛОТ МАТЕРИАЛЛАРИ

*2-Мавзу: Баҳолаш мезонларини яратиш ва улардан самарали фойдаланиш. Баҳолаш ва материал тўплаш. (2 соат)*

**Режа:**

3. Factors to consider when developing assessments
4. Practicing designing assessment criteria

### Language Testing and Assessment

**Aim:** to familiarize participants with course description and its assessment specifications

**Objectives:**

- to explore participants' experience/understanding on language testing and assessment;
- to familiarize participants with Course Description, Assessment Profile;
- to explore different assessment modes, assessment criteria and their importance in language teaching.

**Time:** 80 minutes

**Handouts:** Handout 1. Course description/assessment specifications, Handout 2. True/False statements, Handout 3. Assessment types, Handout 4. Assessment criteria

**Activity 1 (5 min) Ask participants the following questions (if possible write key words on the white board):**

- What is *testing*?
- What is *assessment*?
- What is *evaluation*?

Elicit answers from the Ps and sum up:

*EVALUATION* – thinking carefully about something before making judgment about its value, importance or quality

*ASSESSMENT* – the evaluation of a student's achievement or proficiency; a process which involves gathering and documenting information about the achievement,

*knowledge, skills and abilities of an individual.*

*TESTING - an examination of somebody's knowledge or ability, consisting of questions for them to answer or activities for them to carry out. (Macmillan English Dictionary for Advanced Learners)*

Tell Ps aim and objective of the session.

Invite groups to plenary discussion.

### **Activity 2. (15 min) Handout 1a. The course description**

- Give the Language Testing and Assessment course description to participants (Handout 1a) and 2 minutes to read it (individually);
- Ask the Ps to read the course description and do the task (Handout 1b)

### **Give Handout 1b and ask Ps to do True /false statements**

(key: A) F; B) T; C) F; D) F; E) T; F) T; G) F)

### **Activity 3. (10 min.) Handout 2. Assessment profile and specifications**

Draw Ps' attention to assessment profile and specification, and ask them to discuss the following questions:

- How many types of assessment are there?
- What is Analytical Report? How many words do analytical report should contain? Do students develop new tests to analyze? Please comment your answer.
- What are the assessment criteria of this task?
- What do students do in project work?

### **Activity 4 (25 min) An extract from a lesson**

Tell participants to take the role students for 20 minutes. Tell them that you are going to present an extract from a lesson. Ask them be active during the lesson.

### **Sample lesson**

- Tell that Spolsky(1984) has referred to three generations in the evolution of language testing. Ask participants to match three generations to the brief definitions.
- Ask them to explain their choice in the plenary.

Generations	Definitions
a) Traditional	3. Tests linked to the grammar-translation method of teaching; items test language that is unrelated to any social context or use.
b) Modern	1. Tests linked to the behaviourist-structural method of teaching; stimulus-response items test isolated pieces of language
c) Post modern	2. Tests linked to the communicative method of teaching; test items seek to replicate the psycho-social nature of authentic language use..

- Ask participants look at the test items and say whether they are first, second or third generation items.

1. The oral interview	1 <sup>st</sup>
2. The written composition, eg ‘a School Speech Day’	1 <sup>st</sup>
3. a multiple-choice item, eg the opposing of strong is: a) short b) poor c) weak d) good	2 <sup>nd</sup>
4. a blank-completion item, eg: The man who flies an aeroplane is a _____.	2 <sup>nd</sup>
5. picture description, two pictures are given and a student is asked to describe two pictures and answer the given question:	3 <sup>rd</sup>

Tell that for each skill, three sample items are given. Tell participant to work in groups of three to arrange the sample chronologically by stating whether they are 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> generation.

Reading	
A passage from an encyclopedia follow by series of multiple-choice questions.	2
A passage from a literary source followed by open-ended questions.	1
An authentic text from a financial; newspaper accompanied by a blank pie-chart which must be labeled with data from the text.	3

Writing	
Replying to an input letter	3
Writing 200 words about a visit to a zoo.	1
Completing a passage from which words have been deleted.	2

Listening	
An extract from a written text is read aloud; students then reproduce the text in their own words.	1
A specially-written dialogue is heard on tape; students then answer multiple-choice questions.	2
A tape of a railway station announcement is played; students complete a table with details of the train they want to catch.	3

Speaking	
Two students discuss a practical problem and then report their solution to the assessor.	3
The student reads a series of sentences aloud; the examiner gives marks for each minimal pair (ship/sheep) which is pronounced correctly and	2

distinctly.	
The student is interviewed by the examiner, who asks a series of unrelated questions.	1

- Tell that this is the end of a sample lesson. Ask participants to answer the following questions:

What is the topic of the lesson? (evaluation of language testing)

What objective is put on the lesson? Make students familiar with the evaluation of language testing.

Which of the following learning outcomes are expected?

- an ability to critically evaluate assessment tools (+)
- an ability to design and use limited range of assessment tools

Which of the following teaching approaches are used during the lesson?.

- Mini-lectures
- Workshop sessions (+)
- Self study
- Case studies

Analysis of assessment tools

### **Activity 5      Specifying topics and writing objectives with outcomes**

Time: 25 min

Materials: handout 4

Procedure:

- Distribute handout 4, ask participants to work in groups and read the topics written in the first column
- Ask participants by referring to the example fill in the table with possible subtopics, objectives and outcomes for each topic.
- Say that answers of each group can vary.
- Once they have finished, elicit random answers in the plenary.

**Suggested answers:**

<b>Topics</b>	<b>Possible Subtopics</b>	<b>Objectives</b>	<b>Outcomes</b>
<b>Assessment</b>	eg. Summative assessment	eg. By the end of the module students will be aware of test types which take place at the end of language course	eg. Students will be able to design and use objective tests to test learners progress at the end of the course
<b>Testing methods</b>	eg. Objective testing (testing reading and listening) Subjective testing (testing writing and speaking)	eg. By the end of the lesson students will demonstrate the ability to work with the functions and applications of subjective and objective test methods	eg. Students will be able to design and apply objective and subjective tests
<b>How to assess language skills and aspects</b>	eg. Testing reading	eg. By the end of the lesson students will be familiarized with the principles of testing reading	eg. Students will be able to construct and administer reading tests appropriately.
<b>Types of tests</b>	eg. Test types (proficiency, progress, diagnostic, placement, achievement)	eg. By the end of the lesson students will be familiarized with the aims and principles of different types of	eg. Students will be able to design , evaluate and use different test types

		language tests	
<b>Alternative ways of assessment</b>	eg. Project works, portfolio assessment, Self-assessment and ect.	eg. By the end of the lesson students will be able to analyse the appropriateness of alternative ways of assessment to certain teaching contexts	eg Students will be able to creatively design different alternative tasks and critically evaluate them.

## HANDOUTS

### Activity 2, Handout 1a

#### Language Testing and Assessment

##### Introduction

Compulsory, Year 4, 44 hours, Semester 7 and 8.

##### Aims:

- to acquaint students with the theory and practice of assessment and testing
- to develop students' ability to differentiate between the purpose and focus of assessment

##### Objectives

By the end of the course students will:

- be aware of basic principles of language assessment
- be aware of different types of language tests
- be able to analyse the appropriateness of alternative ways of assessment to certain teaching contexts
- be aware of different types of continuous assessment
- be able to design assessment tools and plan assessment procedures



## **Indicative content**

- Assessment:
  - summative; formative;
- Testing:
  - Evaluation of language testing
  - validity, reliability, practicality
  - Criterion referencing; norm referencing
  - Specification
  - Test types (proficiency, achievement, progress, etc.)
- CEFR (Common European Framework of Reference)
- Test methods (mcq., multiple matching, etc.); Basics of test design (instruction, distracters, etc.)
- How to test/ assess
  - Writing
  - Reading
  - Listening
  - Speaking
  - Integrated skills
  - Vocabulary
  - Grammar
- Alternative ways of assessment (portfolio assessment, self-assessment, project work, logs, reflection tools, etc.)
- Planning assessment
- Washback (influence of assessment on teaching)

## **Approaches to teaching and learning**

- Mini-lectures
- Workshop sessions
- Self study
- Case studies
- Analysis of assessment tools

## **Learning outcomes**

Students should have developed:

- an ability to critically evaluate assessment tools
- an ability to design and use limited range of assessment tools

## Semester 7

<b>Continuous Assessment</b> <ul style="list-style-type: none"><li>• Participation</li><li>• Test analysis (Analytical Report see specification)</li></ul>	<b>40%</b>  10% 30%
<b>Mid course assessment</b> <ul style="list-style-type: none"><li>• Test analysis</li></ul>	<b>30%</b>
<b>Final assessment</b> <ul style="list-style-type: none"><li>• Project work</li></ul>	<b>30%</b>

### **Activity 2, Handout 1b. True/False statements**

- A) This course is taught in semesters 5-6.
- B) Students will be able to analyze, develop and plan assessment procedure.
- C) Only theory of testing is introduced in this course.
- D) Students will analyse and develop only multiple-choice questions.
- E) Students will know about different test types.
- F) Portfolios, logs, and project works are considered as an alternative ways of assessment
- G) Students will only discuss how language skills are assessed.

### **Handout 2**

## **Language Testing and Assessment**

### **Assessment Specification**

#### **Test analysis**

**Analytical Report:** students analyze language tests from previous language courses (Year 1, Year 2) and write analytical report (max 350-550 words). The

language test analysis should cover at least two of the following aspects: focus, instructions, face validity, construct validity, reliability, practicality, test methods.

Assessment criteria: 40%

- Task fulfillment 10%
- Awareness of principles for analysing the given aspects 10%
- Awareness of basics of test development 10%
- Participation 10%

### **Test analysis**

Students develop assessment criteria for evaluating one of the alternative ways of assessment such as portfolios, logs, essays, reflective writing, diaries, project work, etc. students can use first or second year students' portfolios, written works, etc for completing this task.

Assessment criteria:30%

- Task fulfilment 10%
- Appropriateness of criteria 10%
- Appropriateness of assessment tools (does he/she choose appropriate tool to create criteria) 10%

### **Project work specification**

Students, in groups of 4 people, develop a progress test with assessment criteriato assess(including at least 2 test methods: multiple choice, banked/gap filling, multiple matching):

- Group 1 – grammar + vocabulary
- Group 2 – reading
- Group 3 – listening
- Group 4 –writing
- Group 5 – speaking

Test specification also should be provided by each group.

(Note: Ss may use textbooks that are available at the secondary schools/colleges, and choose a unit)

Assessment criteria 30%

1. task fulfilment 6%
2. coverage of the focus (language skill/language area) 6%
3. appropriate use of different test methods 6%
4. design, layout, and instruction of the test 6%
5. appropriateness of assessment criteria and specification 6%

### Activity 4, Handout 3a

Sample lesson

Match three generation of testing to the brief definitions. Explain your choice in the plenary.

Generations	Definitions
a) Traditional	1. Tests linked to the behaviourist-structural method of teaching; stimulus-response items test isolated pieces of language.
b) Modern	2. Tests linked to the communicative method of teaching; test items seek to replicate the psycho-social nature of authentic language use.
c) Post modern	3. Tests linked to the grammar-translation method of teaching; items test language that is unrelated to any social context or use.

### Activity 4, Handout 3b

Look at the test items and say whether they are first, second or third generation items.

3. The oral interview	
4. The written composition, eg 'a School Speech Day'	
3.a multiple-choice item, eg the opposing of strong is: a) <i>short</i>	

<i>b)poor</i> <i>c)weak</i> <i>d)good</i>	
4.a blank-completion item, eg: The man who flies an aeroplane is a _____.	
5.picture description, two pictures are given and a student is asked to describe two pictures and answer the given question:	

#### Activity 4, Handout 3c

For each skill, three sample items are given. Work in groups of three to arrange the sample chronologically by stating whether they are 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> generation.

Reading	
A passage from an encyclopedia follow by series of multiple-choice questions.	
A passage from a literary source followed by open-ended questions.	
An authentic text from a financial; newspaper accompanied by a blank pie-chart which must be labeled with data from the text.	
Writing	
Replying to an input letter	
Writing 200 words about a visit to a zoo.	
Completing a passage from which words have been deleted.	
Listening	
An extract from a written text is read aloud; students then reproduce the	

text in their own words.	
A specially-written dialogue is heard on tape; students then answer multiple-choice questions.	
A tape of a railway station announcement is played; students complete a table with details of the train they want to catch.	

Speaking	
Two students discuss a practical problem and then report their solution to the assessor.	
The student reads a series of sentences aloud; the examiner gives marks for each minimal pair (ship/sheep) which is pronounced correctly and distinctly.	
The student is interviewed by the examiner, who asks a series of unrelated questions.	

#### **Activity 4, Handout 3d**

Answer the following questions:

What is the topic of the lesson?

What objective is put on the lesson?

Which of the following learning outcomes are expected:

- an ability to critically evaluate assessment tools
- an ability to design and use limited range of assessment tools?

Which of the following teaching approaches are used during the lesson?.

- Mini-lectures
- Workshop sessions
- Self study
- Case studies
- Analysis of assessment tools

#### **Activity 5, Handout 4**

<b>Topics</b>	<b>Subtopics</b>	<b>Objectives</b>	<b>Outcomes</b>
<b>Assessment</b>	eg. Summative assessment	eg. By the end of the lesson students will be aware of test types which take place at the end of language course	eg. Students will be able to design and use objective tests to test learners progress at the end of the course
<b>Testing methods</b>	eg.	eg.	eg
<b>How to assess language skills and aspects</b>	eg	eg.	eg
<b>Test types</b>	eg.	eg.	eg

<b>Alternative ways of assessment</b>	eg.	eg.	eg
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**3-Мавзу: Коммуникатив ва вазифага асосланган тил ўргатишда баҳолаш мезонларини қўллаш. (2соат)**

**Режа:**

3. Analysing what is task based language assessment
4. Four main features characterize TBLA.

**WHAT IS TASK-BASED LANGUAGE ASSESSMENT,OR TBLA?**

TBLA is a framework for language testing / assessment that takes the task as the fundamental unit for assessment and testing. It is based on the same underlying principles as TBLT, but extends them from the learning-and-teaching domain to the testing domain. Specifically, as in TBLT methodology, testing / assessment in TBLA is also organized around tasks rather than in terms of grammar or vocabulary. For instance, Long and Norris (2000: 600) state that “genuinely task-based language assessment takes the task itself as the fundamental unit of analysis, motivating item selection, test instrument construction and the rating of task performance.” As in TBLT methodology too, the main goal and validity of TBLA is measured against the extent to which it can successfully achieve a close link between the testee’s performance during the test and his performance in the real world. For instance, Ellis (2003: 279) states that “task-based testing is seen as a way of achieving a close correlation between the test performance, i.e. what the



testee does during the test, and the criterion of performance, i.e. what the testee has to do in the real world.” Assessment tasks are thus viewed as “devices for eliciting and evaluating communicative performances from learners in the context of language use that is meaning-focused and directed towards some specific goal” (ibid.).

Four main features characterize TBLA.

First, it is a formative assessment; that is, it is an assessment undertaken as part of an instructional program for the purpose of improving learning and teaching. Second, it is a performance-referenced assessment; that is, it is an assessment that seeks to provide information about learners’ abilities to use the language in specific contexts, that is directed at assessing a particular performance of learners, and that seeks to ascertain whether learners can use the L2 to accomplish real target tasks. Third, it is a direct assessment; that is, it is an assessment that involves a measurement of language abilities that involves tasks where the measure of the testee’s performance is incorporated into the task itself, like information-transfer test tasks such as information-gap, opinion-gap, and reasoning-gap tasks. It must be noted, however, that direct assessment still involves some level of inferring because it is necessary to observe performance and then infer ability from that performance. Put differently, you can measure outcomes, but you are still left with inferring the ability that produced the outcome. Fourth, it is an authentic assessment; that is, it is an assessment that involves either real-world language use (or as close as possible to this), or the kinds of language processing found in real-world language use, that is, the test task’s characteristics must match those of the target-language task (Ellis, 2003: 285).

COMPONENTS OF TASK-BASED LANGUAGE ASSESSMENT. Task-based language assessments consist of three basic components: a test task, an implementation procedure, and a performance measure: TEST TASK DESIGN AND SELECTION. It is possible to identify two approaches to test task design and selection within the framework of TBLA: The first is called the construct-centered

approach or the direct system-referenced tests. This approach entails the identification of a theory of language learning and language use as a basis for the test task design and selection. This approach is used with tasks that seek “to establish the general nature of the testees’ language proficiency”(Ellis, 2003: 286). The second approach is called the work-sample approach or the direct performance-referenced tests. This approach involves analysis of the target situation to determine what tasks the testee will need to perform in the real world. This approach is used with tasks that seek “to find out what a learner can do in a particular situation” (Ellis, 2003: 286). It should be noted, however, that the two approaches must be seen as complementary rather than mutually exclusive because any successful TBLA ideally requires both approaches.

#### IMPLEMENTATION PROCEDURES

There are two implementation procedures: The first is planning time. Planning time must be adopted as a key implementation procedure because it can improve the test taker’s performance. The second procedure is the interlocutor (on oral test tasks). The role of the addressee (familiar or unfamiliar, native speaker or nonnative speaker) plays a significant role in the performance of the testee on an assessment task. For instance, some researchers have shown that if you want to elicit the “best performance” from the testee, it may be preferable to set up a testing situation where the candidates interact with another nonnative speaker than with a native speaker (e.g., Wigglesworth, 2001). Along the same lines, one wonders whether it is also possible to have real recipients for writing tasks, analogous to the interlocutor in oral tasks.

#### MEASURING PERFORMANCE

How do we assess the performance elicited from the testee in TBLA tests? Two principal methods for measuring learner performance are used in TBLA contexts. The first is the direct assessment of task outcomes. This method involves either the assessor observing a performance of a task and making a judgment, or no judgment on the part of the assessor (i.e., judgment / measurement is objective – the testee

did or did not succeed in performing the task) because it results in solutions that are either right or wrong. A good example of direct assessment of task outcomes is a closed task that results in a solution that is either right or wrong, like locating a journal article relating to a particular topic in a library (Robinson and Ross, 1996: 474–475). The main advantages of this method are that “it affords an objective measurement, involving no judgment on the part of the assessor, and it is easy and quick” (Ellis, 2003: 296). The second performance measure is external ratings. This method involves external judgment which is more subjective (but efforts are being made to make it more reliable). This measure also involves a holistic measure (scale) or an analytic measure (scale) of linguistic ability (e.g., paragraph or essay evaluation; overall linguistic ability versus the four language skills identified for rating separately). Examples of this assessment include judging that the learner’s speaking ability is at the “expert” level in the oral interview component of the old ELTS test which specifies that the learner “can speak with authority on a variety of topics; can initiate, expand, and develop a theme” (Ellis, 2003: 300). The main advantage of this method is that it enables the assessor to specify the learner’s

Task-Based Language Assessment competencies to be measured in more functional terms. Competencies in external ratings are determined in terms of learner performance levels or checklists. Along the same lines, Long and Norris, bearing in mind language professionals and classroom teachers, specify six practical steps for developing and implementing task-based language tests as follows:

1. The intended use(s) for task-based assessment within the language programme must be specified, minimally addressing the following four issues:
  - who uses information from the assessment?
  - What information is the assessment supposed to provide?
  - What are the purposes for the assessment?
  - who or what is affected, and what are the consequences of the assessment?

2. Target tasks or task-types emerging from the needs analysis are analyzed and classified according to a variety of task features. Analysis is undertaken in order to understand exactly what real-world conditions are associated with target tasks and should therefore be replicated under assessment conditions.

3. Based on information from the analysis of task features, test and item specifications are developed. Specifications delineate the formats tests should take, procedures involved, tasks or task-types to be sampled, format for test tasks (items), and how performance on the task-based test should be evaluated.

4. [Carrying out] identification and specification of rating criteria, which form the basis for interpretations of examinee performance and task accomplishment...Real-world criterial elements (aspects of task performance that will be evaluated) and levels (descriptions of what success looks like on these aspects of task performance) should be identified within initial needs analysis, with a view toward providing students and teachers with clear learning objectives.

5. Task items, test instruments and procedures and rating criteria need to be evaluated (involving pilot-testing and revision) according to their efficiency, appropriacy and effectiveness with respect to the intended assessment uses.

6. Finally, task-based language assessment should incorporate procedures for systematic and ongoing validation of its intended use within the language programme.

**4-Мавзу: Альтернатив баҳолаш. Портфолио тузиш. Ўз ўзини баҳолаш.  
(2соат)**

**Режа:**

4. Defining alternative ways of assessment
5. What is portfolio? How to assess portfolio?
6. Self evaluation principles

**Objective:**

- to raise participants' awareness of other ways of assessing their students' performance
- to enable participants to explore transferable skills that can be developed through alternative ways of assessment
- to emphasise the importance of varying types of assessment to combine different skills and motivate students

### **Activity 1 Project work as one of the vehicles for assessing students' performance**

Objective: to give participants an opportunity to analyse a piece of project work done by students

Time: 15 min

Materials: 4 booklets, 4 posters, board, markers, flipchart paper

Preparation: write the questions from the first bullet point on the board

► Procedure:

☺ ☺ ☺ (5-7 min) Put participants in 4 groups. Explain that students of one university were given an assessed task to produce booklets and posters. Distribute one booklet and one poster to each group. Ask groups to look through the materials and answer the following questions (written on the board):

- ~ What do you think the task of the project was?
- ~ How many students do you think worked on the task?
- ~ What do you think the steps in students' work were?
- ~ How much time do you think the project took?

☺ (7-8 min) Invite groups to share the results of their discussion.

Summarise the activity by saying that project work can be quite an effective way of learning, teaching and assessment and in answering the questions above participants have thought about certain things that should be taken into consideration when setting such tasks.

### **Activity 2 Skills that can be developed through alternative ways of assessment**

Objective: to introduce the concept of transferable skills and criteria to assess them

Time: 30 min

Materials: board, markers, flipchart paper

► Procedure:

☺ (5 min) Ask participants the following questions::

1. What skills (including language skills) do you think students developed while working on the projects from activity 1? Make a list of skills on the board/flipchart.
2. Why do you think it is important for students to develop these skills?
3. How can teachers encourage and motivate their students to develop these skills?

Possible answers:

1. 4 skills – speaking, writing, listening, reading; decision making, leadership skills, team work, time management, negotiation, problem solving, research skills, IT skills, people skills
2. It is important for students to develop these skills to increase their readiness for future employment in local or foreign companies, small businesses, etc
3. Teachers can suggest the tasks which will involve these skills, but what is more important they have to somehow acknowledge students' effort to develop these skills by giving a certain percentage of the mark.

☺ ☺ ☺ (5-7 min) Say that now you want participants to think how the project work can be assessed. In groups of 4-5, tell them to chose 1 booklet /poster and discuss which mark on the scale from 0 to 10 the group would give to the project work they analysed and why.

☺ (10 min) Invite groups to share the marks they have agreed on and ask each group representative to comment on how they came up to the decision.

NB Be sure to lead the group to the concept of assessment criteria through this discussion. While group representatives are presenting their ideas, listen in and make a list (on the board) of assessment criteria mentioned by them. When all the representatives have spoken, draw the whole group's attention to the list of criteria they were using to decide on a mark and ask if anything should be added. (Make sure participants understand what assessment criteria are, refer to the session on Giving Feedback on Writing in module 1)

Make the point that if a task aims at developing the ability to work in groups, or decision making skills, these skills also have to be recognized and credited in the assessment process.

Suggested criteria:

Language accuracy

Information (content)

Design (creativity)

Structure of information

Evidence of research

Evidence of group work (contribution of each group member)

☺ ☺ (5-6 min) Say that now you want participants to practise. Distribute handout 1 to each participant. Allow participants to discuss the project task in pairs. They will need to think of criteria against which the task can be assessed and distribute 10 marks between these criteria. Tell participants to follow the questions on the handout.

Work with the whole group and take participants' ideas. Summarise them on the board.

Suggested criteria(you can accept any well-argued variations):

Language accuracy	2 points
Information (content)	2 points
Structure of information	1 point
Evidence of research	2 points

Visual aids	1 point
Evidence of group work (contribution of each group member)	2 points

(2 min) Summarise the activity by saying that it is important to offer students different types of assessment to integrate and develop different skills. It is also very important to give students credit for any evidence that they have developed these skills (see the example above). Students should be familiarized with the assessment criteria before they start working on a task. If students see that teachers give similar attention to group work, research skills, language skills, and other criteria they will have enough incentives to do the job properly.

### Activity 3 More ideas

Objective: to introduce more ideas for non-traditional ways of assessment

Time: 35 min

Materials: handout 2

► Procedure: ☺ (2 min) Distribute handout 2 to each participant and ask teachers to tick the types of assessment they are not familiar with. Encourage participants to work in pairs or small groups.

☺ ☺ (8 min) Invite participants to share. Make a list of the least familiar types of assessment on the board.

Possible answers:

Seen examination

Open book examination

Observations

Posters

Projects

Portfolio



(10 min) Say that all of them can have quite a different purpose and focus, and teachers have to take this into consideration. Ask the whole group the following questions:

1. When would you use each type of assessment from the list on the board?  
Why?
2. What types of assessment can offer students some feedback?
3. What types of assessment can be considered as a final check?

Suggested answers:

Answer 1

Seen examination mid semester, end semester

Open book examination mid semester, end semester

Students' observations start semester, mid semester

Posters mid semester, end semester

Projects start semester, mid semester

Portfolio over semester

Answer 2 and 3

It will depend on the subject and teacher's view on the tasks. Posters, projects and portfolios look more process-oriented and developmental than exams which are usually used as final types of assessment.

Students are usually given detailed feedback on interim tasks.

Refer to the difference between progress and achievement types of assessment and make the point that usually progress-oriented types of assessment give students an opportunity to improve their performance on the basis of the feedback they receive. Such types of assessment are called formative assessment. Students are given feedback and they can monitor their progress. Formative types of assessment are stepping stones in learning. Summative assessment types summarise students' skills and knowledge gained during a certain period of study. Often, students are only given a grade. It is usually a matter for the teacher to

decide whether or not to give feedback on an exam. It should be mentioned that it is up to the teacher to decide which type of assessment will best serve which particular purpose.

☺ ☺ ☺ (10 min) Ask participants to work in 4 groups. Assign one type of assessment to each group. Tell groups to imagine that they will have to use one of the assessment types in their teaching. Ask them to think how they can incorporate this type of assessment into their system of assessment (they do not need to think of a task instruction in great details, only a brief idea). Ask groups to fill in the following proforma in handout 3:

Type of assessment	
Progress or achievement	
What skills it will test	
The percentage weighting (from the overall 100 percent for the semester)	
Task description (very briefly, just an idea would be fine here)	
Time allocated for students	
Individual or group	
Assessment criteria	

☺ (5 min) Invite groups to exchange their proformas. (Alternatively, proformas can be displayed on the board or a wall for a mingling activity.)

### Summary

There are many different assessment methods and types. However, it does not mean that teachers can use them all without thorough consideration. Types of assessment should have a certain purpose, should test certain skills, and should have certain assessment criteria. It is also important to think what percentage within the overall structure of assessment each type of assessment will have to maintain the balance between the types and to consider students' and teachers' workload.

## ALTERNATIVE WAYS OF ASSESSMENT

### Activity 2, Handout 1

With your partner, analyse the task below and think how you would mark it (scale 0 -10). Consider the following questions:

- ~ What will the marking criteria be?
- ~ Are all the criteria equally important?
- ~ How it is possible to show that one criterion is more important than another (for example, content and layout)?

Task for students

1. You are required to work in small groups of no more than 4 people. The task for you is to write a newspaper article about a local zoo. You will have to:

1. think about the specific things in the zoo you would like to concentrate on;
2. visit the zoo and collect all the necessary information;
3. analyse the information you have collected and think how you can use it to write an article;
4. think about the article structure;
5. write the article.

2. You are also required to write a brief personal reflection (150 words maximum) about how you worked together and your individual contribution to the project. Submit both papers (an article and a report) in 4 weeks time

TYPE OF ASSESSMENT	DESCRIPTION	WHAT IT TESTS
Standard examinations –	Usually open ended questions, multiple choice questions, fill in	Retrieving knowledge from memory, working under

unseen paper of limited choice	the gap questions pre-selected or developed by the teacher and given on the day of the exam	pressure, writing skills, structuring information, problem solving, argumentation skills.
Seen examination	Open ended questions. Sometimes case studies or problem solving questions. Preselected by the teacher. Given to students some time before the exam to allow students an opportunity to peer exchange, research, reflect. Then written under timed conditions	All above plus research skills, use of resources, (less emphasis on memory), reflection.
Open book exam	Students are allowed to use notes and/or reference books during the exam.	Finding information, working under pressure, more complex tasks can be set.
Examinations with optional questions – students can choose the questions they wish to answer	Teacher offers a number of questions, and students can choose a certain number to be answered – usually if 10 questions are offered 6-7 must be answered.	Evaluation, synthesis, analysis, decision making; (good for mixed ability groups).
Observation reports or notes	Students do observations (pre-service teachers observing an experienced teacher) and take notes which later can be used as the basis of a report.	Skills of observation, note taking, analysis, evaluation, interpretation;
Essays	Students are given a topic to discuss in written form.	Writing skills, structuring info, reflection, planning
Critiques and reviews of literature/film/TVshow/event/etc	Students are required to write a review on a book they read, or a film they watched.	Evaluation, summarizing, arguing the point of view
Newsletter	Written task for an imaginary audience.	Writing skills, research, creativity, writing for a

article		particular audience
Oral presentations	Students are given a certain topic or they can choose their own topic for their presentation. Usually a presentation lasts	Oral skills, non verbal communication, using visual aids, interpersonal skills, team work
Posters	Students are given a task to be done over a certain period of time. Can be even done during one lesson. A poster presents the process and results of the task.	Creativity, presenting information to a reader, graphical presentation skills, selection, evaluation
Projects (individual and group)	Students are given a task to be done over a certain period of time. Usually the task is to produce something such as a poster, a leaflet, a mini book, a set of pictures, a CD, etc.	Planning, organization, creativity, group work
Portfolios	Collection of materials produced by students over a certain period of time.	Reflection, personal development, application of knowledge
Audio and video	Students are given a task to make an audio tape (dialogue, monologue, role play, etc) or a video tape on a specific topic.	Presentation skills (individual or group), creativity, IT skills
Diary for self-assessment	Students are required to keep a diary to monitor their own progress. This can be designed in a particular way so that marks can be allocated.	Reflection, personal development, application of knowledge
Peer assessment	Students work out criteria and assess each other.	Reflection, personal development, application of knowledge

## 5-Мавзу: Синфни тадқиқ қилиш. Фидбек бериш. (2соат)

### Режа:

1. Classroom observation. Designing observation sheets

## 2. Learning the tips to giving productive feedback

### Classroom investigation II

Objectives:

- To introduce participants classroom investigation procedures
- To familiarize participants with research methods

**Lead-in**

Time: 15 min

Materials: Handout 1

Procedure:

Ask participants to match classroom research procedures to their definitions.

Possible answers:

<i>Teaching journals</i>	Written or recorded accounts of teaching experiences.
<i>Lesson reports</i>	Written accounts of lessons which describe the main features of the lessons.
<i>Surveys and questionnaires.</i>	Activities such as administering a questionnaire or completing a survey, designed to collect information on a particular aspect of teaching or learning.
<i>Audio and video recordings</i>	Recordings of a lesson, or part of a lesson.
<i>Observation.</i>	Tasks completed by a student teacher observing a cooperating teacher's class, or peer observation (i.e., tasks completed by a teacher visiting a colleague's class).

## Activity 1.

Time: 15 min

Materials: Handout 2

Procedure:

- Ask participants to put their answers in the boxes
- Possible answers:

	Purpose	Advantages	Disadvantages	Procedure
1	Providing a full record of the lesson for analysis	Full, detailed and objective record of the lesson	Can be intrusive, reviewing is time consuming	Audio and video recordings
2	Regular monitoring of the aspects of the lesson	Quick and simple procedure focuses on specified aspects	Subjective record of the lesson Partially record of the lesson	Lesson reports
3	Finding out about other teacher's lessons	Learning from others	Some teachers may not like this, as it seems evaluative	Lesson observations
4	Large- scale investigation of practices and attitudes	Large amounts of data	Subjective record; questions may not be understood	Survey and questionnaires
5	Capturing a record of a lesson for	Provides record which may trigger	Subjective record of the lesson	Teaching journals

	later reflection	insights of a teaching		
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## Activity 2

Time: 25 min

Materials: None

Procedure:

Ask participants the following questions:

1. What is classroom investigation?
2. How do you understand qualitative and quantitative research? And, which of them is more applicable to language teachers? Why?
3. What is action research?
4. Why should teachers do action research?
5. What is the role of classroom observation in classroom research?

### Possible answers:

1. In every lesson and in every classroom, events occur which the teacher can use to develop a deeper understanding of teaching. Teachers sometimes fail to exploit these events, letting momentum of all the other events of the day take precedence. And yet these experiences can serve as the basis for critical reflection, if teachers can find ways to capture the thoughts of and reactions to these events, as well as ways to gather fuller information about the events themselves. From this basis, classroom investigation can help to develop strategies for intervention or change, depending on teachers' needs. A number of simple procedures are introduced that can be used to help teachers investigate classroom teaching.



2. Qualitative research is non-numerical. This type of research can be based on observations or statements of opinion, and data can come from such sources as interviews, journals, field notes, and diaries. Quantitative research is numerical. This type of research relies on data which can be reported in numbers.
3. Action research is thus research on the smallest scale: that of the individual teacher in his/her classroom carrying out investigations into teaching and learning in very specific contexts with very specific groups of learners. Action research is what the reflective practitioner actually does in the classroom. It is typically direct intervention with only limited possibilities for control. Although it can take on many forms, action research in classrooms basically involves taking an action and systematically observing what follows.
4. To help them notice what they and their students really do, rather than what they think they do.

To get feedback as to the success or failure of what they are doing.

To help them tailor teaching and learning to their learners and their settings.

So that they are able to justify the teaching and learning choices they make.

To increase their knowledge of learning and teaching and become authorities on teaching.

To become less dependent on decisions made by people who are far away from their learning and teaching sites, people like textbook writers and school administrators.

To ensure that they don't become bored with teaching.

5. When the teaching and learning of a foreign language takes place in a formal setting, it is necessary to observe and analyse systematically what is going on in order to understand such teaching and learning processes. Classroom observation has been used with different purposes: to compare teaching methods, to study the most efficient classroom techniques, to evaluate

teachers and materials, etc. All these topics are fundamental components of classroom research. So, observation becomes one of the most important techniques to study what actually happens inside the classroom in a systematic way. Thus, the role of the classroom observation is very crucial in classroom investigation.

### Activity 3

Time: 15

Materials: Handout 3

Procedure:

- The table below gives three paradigms of classroom investigation.
- Ask participants to put each of the headings {*mixed; quantitative; qualitative*) next to the paradigm where they think it belongs.
- Possible answers:

<b>paradigm 1:</b> <i>Qualitative</i>	<b>paradigm 2:</b> <i>Quantitative</i>	<b>paradigm 3:</b> <i>Mixed</i>
1. <i>non-experimental design</i> a researcher kept a diary of her experiences as a language learner	1. <i>experimental or quasi-experimental design</i> the discussions of 10 groups of different sizes were recorded	1. <i>experimental or quasi-experimental design</i> a researcher gave a group of students two sheets and a questionnaire to fill in. They used these to record their observations of a lesson.
2. <i>qualitative data</i> the diarist recorded her feelings about different aspects of the course	2. <i>quantitative data</i> the data from the recorded discussions were coded according to previously used	2. <i>qualitative data</i> the researcher analysed their impressions and opinions of the lesson

## Activity 4

Time: 20 min

Materials: Handout 4

Procedure:

- Ask participants to work in pairs and fill in the table (handout 4) with the questions/problems and discuss:
  - Is any qualitative data necessary to research any of the written research questions? If yes, how this data can be got? (students' tests, questionnaires, etc.)
  - What are the reasons of collecting quantitative data to research the question/problem?
- Ask participants to share filled table and report about the discussed answers to the stated questions.

Possible answers: participants' answers

<b>List of research questions</b>	<b>Possible ways of collecting a quantitative data, if necessary</b>
1. To what extent do my students progress in reading? What are the reasons?	<ul style="list-style-type: none"><li>- Examining students' tests, assignments</li><li>- Students questionnaire</li></ul>
2. What are the ways of dealing with challenging students?	<ul style="list-style-type: none"><li>- Not necessary</li></ul>
3.	
4.	
5.	
6.	
7.	

8.	
9.	

### Handout 1

Match the classroom investigation procedures with their definitions.

<i>Teaching journals</i>	Recordings of a lesson, or part of a lesson.
<i>Lesson reports</i>	Written or recorded accounts of teaching experiences.
<i>Surveys and questionnaires.</i>	Tasks completed by a student teacher observing a cooperating teacher's class, or peer observation (i.e., tasks completed by a teacher visiting a colleague's class).
<i>Audio and video recordings</i>	Written accounts of lessons which describe the main features of the lessons.
<i>Observation.</i>	Activities such as administering a questionnaire or completing a survey, designed to collect information on a particular aspect of teaching or learning.

### Handout 2

Here is a table giving the purpose of each procedure and some advantages and disadvantages. Which procedure is being described on each line? Put your answers in the box.

	Purpose	Advantages	Disadvantages	Procedures
1	Providing a full record of the lesson for analysis	Full, detailed and objective record of the lesson	Can be intrusive, reviewing is time consuming	
2	Regular monitoring of the aspects of the lesson	Quick and simple procedure focuses on specified aspects	Subjective record of the lesson Partially record of the lesson	
3	Finding out about other teacher's lessons	Learning from others	Some teachers may not like this, as it seems evaluative	
4	Large- scale investigation of practices and attitudes	Large amounts of data	Subjective record; questions may not be understood	
5	Capturing a record of a lesson for later reflection	Provides record which may trigger insights of a teaching	Subjective record of the lesson	

### Handout 3

Put each of the headings *{mixed; quantitative; qualitative}* next to the paradigm where you think it belongs.

<b>paradigm 1:</b>	<b>paradigm 2:</b>	<b>paradigm 3:</b>
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<p><i>1. non-experimental design</i></p> <p>a researcher kept a diary of her experiences as a language learner</p>	<p><i>1. experimental or quasi-experimental design</i></p> <p>the discussions of 10 groups of different sizes were recorded</p>	<p><i>1. experimental or quasi-experimental design</i></p> <p>a researcher gave a group of students two sheets and a questionnaire to fill in. They used these to record their observations of a lesson.</p>
<p><i>2. qualitative data</i></p> <p>the diarist recorded her feelings about different aspects of the course</p>	<p><i>2. quantitative data</i></p> <p>the data from the recorded discussions were coded according to previously used category systems</p>	<p><i>2. qualitative data</i></p> <p>the researcher analysed their impressions and opinions of the lesson</p>

#### Handout 4

Fill in the table. And discuss the reasons of collecting quantitative data to research some of the questions/problems.

List of research questions	Possible ways of collecting a quantitative data, if necessary
1. To what extent do my students progress in reading? What are the reasons?	<ul style="list-style-type: none"> <li>- Examining students' tests, assignments</li> <li>- Students questionnaire</li> </ul>
2. What are the ways of dealing with challenging students?	<ul style="list-style-type: none"> <li>- Not necessary</li> </ul>
3.	
4.	
5.	
6.	

## 6-Мавзу: CEFR тизими бўйича баҳолаш. (2соат)

### Режа:

3. What is CEFR?
4. Using the CEFR in the development of assessment tools

### Assessing speaking by CEFR

#### Objectives:

- to raise participants' awareness about the Common European Framework of Reference (CEFR)
- to discuss assessment criteria for speaking

#### Lead-in

☺ (5 min) Ask participants the following questions:

- ~ Do you ever assess students' speaking skills?
- ~ What can be difficult about assessing speaking?

#### Possible answers:

- ~ Answers may vary
- ~ Speaking doesn't have a written record, it requires a teacher's full attention on one or two learners at a time etc

#### Activity 1 Assessing speaking

Objective: to let participants discuss speaking scales and criteria for assessing speaking

Time: 30 min

Materials: recording of a student's spoken answer

#### ► Procedure:

☺ (10 min) Ask participants the following question:

- ~ Do you have any level descriptors for speaking at your department? If yes, what are they?

Possible answers:

- ~ Advanced
- ~ Upper intermediate
- ~ Intermediate
- ~ Pre-intermediate
- ~ Elementary
- ~ Beginner / Starter

•Put the scale on the board. The titles in the scale may be different but the main thing is that they correspond to different levels of spoken proficiency.

☺ ☺ ☺ (5 min) Put participants in groups. Tell them that they are going to listen to a sample of students' speech. Ask participants to assess the student's answer according to the scale on the board. Play the tape .

☺ ☺ ☺ (10 min) Ask participants to discuss their results in groups. Tell them to think what aspects of the spoken language they took into account and ask them to come up with the criteria for assessing spoken language. Ask the following question:

~ What aspects of spoken language did you take into account when you assessed the student's answer?

Possible answer:

- ~ fluency, accuracy, range of vocabulary, interaction, cohesion/coherence
- ☺ (5 min) Collect the ideas from participants on the board.

## **Activity 2 Rating scales for assessing speaking**

Objectives:

- to raise awareness of the CEFR for assessing speaking;



- to explore different types of activities to assess students' spoken language
- Time: 20 min

Materials: handout 1 (scrambled band descriptors i.e. group 1 receives scrambled

Range descriptors, group 2- Accuracy, etc)

► Procedure:

☺ (5 min) Tell participants that there are different rating scales developed by different educationalists for different purposes. Tell them that you are going to give them the Common European Framework of Reference that was developed to assess overall oral production. Tell participants that there are 6 levels in the scales that correspond to 6 levels of proficiency.

A1 corresponds to a beginner level (basic user);

A2 – elementary;

B1 – pre-intermediate;

B2 – intermediate;

C1 – upper intermediate (independent user);

C2 – advanced level (proficient user).

Write the corresponding letters against the levels on the board if appropriate. Tell participants that in the speaking scales there are 5 criteria in the CEFR i.e. Range, Accuracy, Fluency, Interaction and Coherence.

☺ ☺ ☺ (5 min) Put participants in 5 groups and tell them that each group will receive a scrambled description of one of the criteria. Tell them that they will need to put the descriptors according to the levels of proficiency from A1 (beginner) to C2 (advanced) paying attention to the key words that help define the level of proficiency.

- Give out the handout 1 to participants.

☺ (10 min) Ask groups to report on their work. Tell them to speak particularly about the language in the chart that helped them define the levels.

• Summarise the activity by saying that we mainly discussed the overall oral production and different speaking assessment criteria.

### **Activity 3 Assessing a sample answer with the CEFR in mind**

Objective: to re-assess the students' spoken answer using the CEFR

Time: 10 min

Materials: recording of a student's spoken answer from activity 1, handout 1

► Procedure:

☺ (5 min) Tell participants that they will hear the same student but this time they will need to re-assess her answer keeping in mind the CEFR.

Give out handout 1. Play the recording.

☺ ☺ ☺ (5 min) Ask participants to compare their assessment in groups.

### **Activity 4 Various activities for assessing speaking**

Objective: to discuss different types of activities that can be used to assess students' spoken language

Time: 15 min

Materials: none

► Procedure:

☺ (5 min) Tell participants that very often formal assessment of students' language skills is done at the end of the term or academic year. Ask participants the following questions:

~ Do you ever assess your students' speaking skills in a less formal setting?

~ When can you assess your students' speaking during the course?

~ What speaking activities do you use to assess your students' spoken language?

Possible answers:

~ Answers to the first two questions will vary

~ A dialogue, a monologue, a role-play, debates, presentations, etc.

☺ ☺ ☺ (5 min) Ask participants to look at the chart again and think whether all the criteria would be relevant to different types of activities. (e.g. interaction criteria are not relevant when assessing a monologue)

☺ (5 min) Collect participants' ideas commenting when necessary. Establish that it is possible to assess our students' speaking on everyday basis using various speaking activities. However, we should always remember that the assessment criteria will be slightly different for different task types.

### Summary

Summarise the session and establish the following:

- In order to carry out an objective assessment of students' oral production it is necessary to have assessment criteria.
- The weighting of assessment criteria may vary depending on the type of activity and the purpose of assessment.
- We can either develop our own assessment criteria or use already developed ones (CEFR) adapting them when necessary.

## 7-Мавзу: Тестлар яратиш усуллари. Тест принциплари (2соат)

### Режа:

4. The purpose and principles of a test
5. Types of tests
6. Practicing developing tests

### Principles of test designing

#### Objectives:

- to review current practices of testing and assessment
- to raise awareness about different purposes of testing
- to explore the advantages and disadvantages of multiple choice items
- to explore some principles of testing

#### Activity 1 Different types of tests

Objective: to discuss current practices of testing, different test types and their purposes

Time: 20 min

Materials: flipchart, markers

► Procedure:

☺ (5 min) Ask participants the following questions. Take answers to each question one at a time and comment and expand as necessary:

~ Do you test your students' knowledge? If you do, how do you do it?

~ Why do you have tests with your students?

~ Are there any obligatory tests at your universities? If yes, what kinds of test are these?

☺ (10 min) Ask participants when each of the tests is given and why. Draw a timeline to illustrate when different tests are given taking into account different purposes of the tests. Use the following questions:

~ When are the tests conducted ?

~ What is the purpose of each of the tests?

1) Placement test / proficiency test

2) Progress test

3) Achievement test

4) Proficiency test

~ What is the difference between a progress test and an achievement test?

Possible answers:

~ Answers may vary. Note that some teachers prefer to use other means of assessment rather than testing. Some teachers may tell you that they assess their students on a regular basis without conducting any tests, others may say that they have tests. Note that a test is usually an event when students have to complete some tasks under timed conditions in order to be assessed.

~ To check where the students are in their learning; tests can help a teacher

understand needs of their learners and decide on his/her teaching plan; tests give students a feeling of accomplishment; tests can help students understand their strengths and weaknesses.

~Participants may not know the exact terminology and the trainer will need to elicit ideas from participants and supply the correct terminology. Teachers may tell you about the existing system of assessment in their universities i.e. joriy nazorat (it is usually some kind of assessment of students' progress or a progress test 1), oralik nazorat (progress test 2) and yakuniy nazorat (final test).

A progress test serves to assess the progress of students in the course; an achievement test is similar to a progress test and is used to assess the overall progress of students at the end of the course; it aims to define whether students have acquired the knowledge and skills required by the course objectives and learning outcomes; a proficiency test doesn't take into account the syllabus but checks the overall language abilities of students (IELTS, TOEFL) against external standards; a placement test helps to group students according to their level so that there are students of the same language level in a group.

~A placement test is done before the beginning of the course; a progress test can be done at any time during a course; an achievement test is usually done at the end of the course; a proficiency test is usually external i.e. it is usually conducted outside the school or university and students have to register for it. It is done irrespective of the course because it is not based on the course materials.

☺(5 min) Establish that we often test our students' knowledge to assess their language skills. Say that there are different purposes of testing and therefore there are different types of tests. Some of these can define the students' level of English as in a proficiency test, others help teachers find out how much their students have acquired in the course as in an achievement test and progress test.

## **Activity 2 Analysis of existing tests**

Objective: to analyse sample test items

Time: 25 min

Materials: handout 1, flipchart, markers

► Procedure:

Ask participants the following question:

~ What do you usually test?

Possible answers:

~ Answers may vary e.g. grammar, vocabulary, skills.

☺ ☺ ☺ (15 min) Tell participants that they will now have a chance to analyse some grammar and vocabulary test items taken from an achievement test. Ask participants to work in groups. Distribute handout 1 and ask participants to do the test and answer the questions. Write the questions on the board.

~ What kind of test methods are these?

~ What does each question test?

~ Can you see any problems with the tasks?

~ How can the instructions be improved?

~

Suggested answers:

I. Multiple choice items (1, 2, 3, 4, 5); multiple matching (10); open gap fill (11)

II. 1. articles; 2-4 vocabulary; 5 knowledge of political systems; 6-11 vocabulary.

III. 1. In this item two answers are possible (a and c); there is not enough context to answer the question.

2. There is no context in this item and therefore it is difficult to do the task. Moreover, the underlined word is an adjective and therefore the synonym should also be an adjective but the correct answer is a noun.

3. In this item any answer is possible, there is not enough context.

4. The sentence in the given item is unethical and may send the wrong message to learners; there is not enough context to do the task and more than one answer (b, c or d) is possible.

5. The item doesn't test English.

6. The sentence in the item is incorrect. Criminals usually break the law, rather than escape from it. The word combination 'escape from law' is impossible.

7. The second part of the sentence is impossible. The word combination 'repeat the book' is incorrect.

8. The sentence contains incorrect English. The word 'agree' requires a preposition afterwards.

10. There is no context after the gap in this stem and therefore any answer is possible.

IV. The instructions are different and thus can confuse students. Therefore, all the instructions in the test should be standardised e.g. Choose the correct answer.

☺ (10 min) Collect participants' ideas, commenting on their answers when necessary.

- Summarise the activity by saying that we have looked at the problematic grammar and vocabulary items where there was more than one correct answer, not enough context to do the task and sometimes the test items didn't test knowledge of English at all. Tell participants that it is also common to refer to a grammar and vocabulary test as a Use of English test.

### **Activity 3 Context based multiple choice items (Use of English)**

Objective: to give participants an opportunity to do and analyse multiple choice items based on the texts

Time: 20 min

Materials: handout 2

► Procedure:

☺ ☺ ☺ (15 min) Tell participants that this time they will receive good items to discuss.

Tell participants that these tests were taken from a proficiency test that is used as a University entrance test in Uzbekistan. Write the questions on the board, then distribute handout 2 and ask participants to do the test in groups and answer the questions.

~ What test method is used in this test?

- ~ How is this test different from the test in activity 2?
- ~ What do these tasks test?
- ~ Are the instructions helpful?

Suggested answers:

- ~ Multiple choice questions; open gap fill
- ~ All items are given in context. There is only one correct answer in each item.

### Tutankhamen

0 We need a word here which has the same meaning as ‘due to the fact’ or ‘because’ in order to provide a logical link between the two parts of the sentence. Of the four options available, only ‘since’ can fulfil this function in this context because here it is used to state the reason. Therefore a) is the correct answer.

Q1 In order to answer this item correctly, you have to know how to use the correct form of the verb ‘to have’ in the present perfect tense.

Option a) is not correct because the word ‘tomb’ is in the singular and therefore ‘have’ cannot be used.

Options b) and d) are also incorrect because they are non-finite forms of the verb, and cannot be used to form the present perfect tense.

Option c) is correct because the word ‘tomb’ requires the third person singular form of the present perfect tense, that is, ‘has’.

Q2 In order to answer this item correctly, you have to know the meaning of a range of prepositions.

Option a) is not correct because ‘over’ is normally used with a period of time rather than a specific point in time and therefore cannot be used with the phrase ‘20th century’ [text] in this context.

Option b) is also incorrect because the preposition ‘on’ is used with dates such as ‘on the 20th of January’ and days of the week, for example, ‘on Wednesday’. It cannot be used with the word ‘century’.



Option c) is incorrect because the preposition 'at' is used in certain expressions of time, for example, 'at Christmas', 'at night'. It cannot be used with the word 'century'.

Option d) is correct because it combines the two nouns ('finds' and '20th century') and the second noun gives more information about the first noun making it more definite: not just any 'finds' but the finds of a particular time.

Q3 In order to answer this item correctly, you have to know the correct form of the verb in the past perfect passive.

Option b) is correct because the word 'forgotten', which is the past participle of the verb 'forget', is necessary to form the past perfect passive.

Option a) is incorrect because it is in the present simple tense.

Option c) is incorrect because it is in the simple past.

Option d) is incorrect because it is an infinitive.

Q4 In order to answer this item correctly, you have to know the meaning of a range of prepositions.

Option c) is correct because the word 'by' is used after a passive construction to introduce the doer of the action i.e. 'a later dynasty' [text].

Options a) and d) do not go together with the phrase 'a later dynasty' [text] and are therefore incorrect.

Option b) does not fit on a semantic level and it does not go together with the verb 'to erase'.

Q5 In order to answer this item correctly, you have to know the meaning of a range of prepositions.

Option a) is correct because the word 'under' goes together with 'was hidden' [text] and 'ruins' [text] whereas the other options go together with only one of these words/phrases from the text and not both as is required to make the text read correctly. Therefore options b), c) and d) are incorrect.

Reality TV

0 The text requires a preposition before the word 'Sweden'. To show that the first reality TV programme was shown there we need a preposition of place. The

preposition 'in' indicates the location in this context i.e. 'Sweden'. Therefore 'in' would be the correct answer.

Q1 In the first line of the text we learn that "Expedition Robinson" is a television programme. The second line says that the country watched the final part of the programme. Therefore in this gap, 'a new kind of TV' [text] requires a word which goes together with TV e.g. 'programme', 'show' or 'series'. Any of these answers would be acceptable as would the American spelling of the word 'programme' [program].

Q2 The verb in this sentence is in the passive which requires the auxiliary verb 'to be' in order to complete the gap before 'filmed'. 'Two years later' [text] refers to an action which happened in the past, and 'the first part of Big Brother' [text] is in the third person singular. Therefore the correct answer is 'was'.

Q3 This sentence is about the 'Big Brother' programme mentioned in the text. To refer to the fact that there is only one final programme, we need the definite article. Therefore 'the' is the correct answer.

Q4 This sentence states that the number of countries showing 'Big Brother or Survivor' programmes is over 20. So the preposition 'than' is needed to link the two parts of the comparison 'more ..... 20 countries'.

Q5 'Take part' is a phrasal verb which requires the preposition 'in' and implies some kind of participation in something. Therefore the correct answer would be 'in'.

Q6 When speaking about large numbers e.g. hundreds, thousands, millions etc. we need the preposition 'of' to link the number with the noun. Thus the word missing here is 'of'.

☺ (5 min) Summarise the activity by saying that there are certain things that a good language test should consider. Tell participants that based on the discussions they had in their groups they will now think about the principles of a good Use of English test.

#### **Activity 4 Principles of testing**

Objective: to work out the main principles of a good achievement test

Time: 15 min

Materials: board, markers

► Procedure:

☺ ☺ ☺ (5 min) Tell participants to work in groups and based on their discussions of good and bad items draw up some principles of a good test.

☺ (10 min) Collect participants' ideas on the board.

A good Use of English (vocabulary and grammar) achievement test should...

Possible answers:

- ~ not test what has not been taught
- ~ provide enough context to complete the task
- ~ have clear instructions
- ~ have examples
- ~ have distractors of approximately the same length/structure (in multiple choice items)
- ~ use more than one test method
- ~ use authentic/correct English
- Distribute handout 3 to participants so that at home they can compare their explanations and answers with the ones suggested by the authors.

Summary

Establish that it's better to test English in a context which is sufficient and enables the test taker to decide on the correct answer. In order to provide test takers with more context the first and last sentences of a text are left intact. The instructions should be clear and consistent. If it is a progress or achievement test it should test what has been taught. A proficiency test has a different purpose and doesn't need to contain familiar topics or tasks.

## TESTING AND ASSESSMENT

## Activity 2, Handout 1

Do the test and answer the questions below.

1. What kind of test methods are illustrated in each of these tasks?
2. What does each question test?
3. What is the problem with each of the questions?
4. How can the instructions be improved?

1. Find the best answer.

Open ... window please.

a) the b) all c) a d) –

2. Choose the synonym.

potential

a) refusal b) desire c) favourite d) possibility

3. There are four answers. Choose the correct answer.

A policeman stopped the driver and asked whether he had a ....

a) driving license b) passport c) bottle of alcohol d) screwdriver

4. Choose the best antonym for the underlined word.

“Death is beautiful”, she said

a) imperfect b) unattractive c) disastrous d) ugly

5. Choose the correct answer.

Which country doesn't have its own Constitution?

a) Brazil b) the UK c) Italy d) the USA

6. Use a synonym:

Criminals try to escape from the law.

7. Use an antonym instead of underlined words.

She has agreed her daughter's marriage.

8. Complete the following sentence:

The boy is punished for the slightest ...

#### TESTING AND ASSESSMENT

#### Activity 3, Handout 2

- ~ What test method is used in this test?
- ~ How is this test different from the test in activity 2?
- ~ What do these tasks measure/assess?
- ~ Are the instructions helpful?

Read the text below. Then circle the appropriate letter (a, b, c or d) for each gap in the text. There is an example at the beginning (0).

Tutankhamen was king of Egypt from 1361 to 1352 BC. As a ruler he was not remarkable, (0) a he was very young when he died. But his tomb (Q1) \_\_\_\_\_ proved extremely valuable. It was one of the great historical finds (Q2) \_\_\_\_\_ the 20th century. Tutankhamen's burial site remained intact until the English scientist Howard Carter entered it in 1922. The tomb had been long (Q3) \_\_\_\_\_ because Tutankhamen's name was erased from a list of kings (Q4) \_\_\_\_\_ a later dynasty. By the 20th century the tomb was well hidden (Q5) \_\_\_\_\_ ruins. Only a systematic exploration of the Valley of the Kings revealed it.

#### Example

0. a) since b) so c) then d) if
- Q1 a) have b) having c) has d) to have
- Q2 a) over b) on c) at d) of
- Q3 a) forget b) forgotten c) forgot d) to forget
- Q4 a) on b) to c) by d) out
- Q5 a) under b) at c) for d) from

Read the text below. Some words are missing from the text. Use only one word to complete each gap. There is an example at the beginning (0).

## Reality TV

The first reality TV show in the world was called Expedition Robinson. It was shown (Q0) in Sweden in 1997. Half the population of the country watched the final part and a new kind of TV (Q1) was born. Two years later in Holland, the first part of Big Brothers (Q2) was filmed. Again, it was a fantastic success and (Q3) the final programme was watched by 15 million people. There are now more (Q4) than 20 countries around the world which have Big Brothers or Survivor (Expedition Robinson) on their screens. The ordinary people take part (Q5) in the programmes are known by millions (Q6) of people in their own countries. Reality TV has become big, big business.

**8-Мавзу: Тинглаб тушуниш, ўқиш, ёзув, гаплашиш кўникмаси бўйича тестлар таҳлил қилиш ва яратиш кўникмасини шакллантириш. (4 соат)**

### Режа:

5. Listening assessment tools
6. Reading strategies and assessing reading
7. Requirements for assessing speaking.
8. Assessing writing.

### Assessing receptive skills (LISTENING & READING)

#### Objectives:

- to explore current practices of testing and assessing receptive skills
- to explore other ways of testing listening and reading skills
- to identify good practice in testing reading and listening

Lead-in

Objective: to uncover the current practice of testing and assessing receptive skills

Time: 5 min

► Procedure:

☺ (5 min) Refer participants to the sessions on Teaching Reading and Authenticity.

Ask them what kind of reading subskills they remember. Elicit scanning, skimming, reading intensively. Ask participants the following question:

~ How do you test or otherwise assess your students' reading and listening skills?

- Elicit random answers.

- Establish that in our context reading skills are regarded as a tool for testing other skills like writing, speaking, pronunciation, etc. through such tasks as 'read and retell the text', 'read aloud', 'read and learn by heart'. Reading skills such as scanning, skimming and reading intensively are not tested. Testing listening skills is not very popular because of the lack of resources. Tell participants that this session focuses on testing listening and reading skills.

Activity 1 Testing reading skills

Objective: to let participants explore characteristics of a good reading test

Materials: handout 1

Time: 30 min

► Procedure:

☺ (5 min) Distribute handout 1 and ask participants to do the reading test.

☺ (5 min) Check the answers.

Suggested answers:

1.

Q1 The phrases from the second paragraph 'after eating sugary food', and 'some people feel tired' are the key phrases which help to answer this question.

Therefore, the correct answer is f).

Q2 The correct answer to this question comes from the sentences 'Alcohol might make you feel good ... but long term is likely to lead to irritability.' So the correct answer is e).

Q3 The last paragraph contains the correct answer to this question. It says,

'vegetables like ..... can help improve intelligence' [text], so the correct answer is a).

2.

Q1 The answer can be found in the second paragraph of the text. The key phrase is: 'the correct address for the headquarters was No. 4 Whitehall Place'. The correct answer would therefore be: 'No 4 Whitehall Place'.

Q2 This question asks you about the 'size' of the police force which refers to the number of people working for the police. Therefore you should look for numbers in the text. In this example, the correct answer is in paragraph 3: '1,000'.

Q3 This question also focuses on numbers. The number which relates to the year 1870, is 10,000. Therefore the correct answer is '10,000'. 3. b

☺ ☺ ☺ (5 min) Put participants in groups of 5. Ask groups to study the tests and answer the following questions:

1. What reading sub-skills does each item test?
2. Do you actually have to read the text in order to answer the questions?
3. What kinds of texts (authentic or non-authentic) are used in the test?
4. What did you like and dislike about this test?

☺ (5 min) Elicit random answers to each question one at a time and expand on them.

Suggested answers:

1. Task 1 tests skimming skills, task 2 tests scanning skills, task 3 tests knowledge of vocabulary rather than reading.

2. You have to read and use specific reading skills (scanning or skimming) in order to do the test; to do task 3 one does not have to read the whole text in order to find the antonym.

3. Tasks 1 and 2 exploit authentic (or semi-authentic) texts, while item 3 seems to be based on a non-authentic text.

4. Answers may vary.

☺ ☺ ☺ (5 min) Ask participants to work in the same groups and make a list of characteristics of a good reading test.



Possible answer:

A good reading test:

- ~ focuses on reading sub-skills (scanning, skimming and reading intensively);
- ~ tests what it should test i.e. a reading test should test reading, not speaking or anything else;
- ~ uses authentic texts;
- ~ leaves little room for guessing;
- ~ contains only one correct answer per item etc.

☺ (5 min) Elicit answers and write them on the board.

Establish that a good reading test focuses on reading sub-skills (scanning, skimming and reading intensively); it tests what it should test; uses authentic texts, tests reading in context etc.

### **Activity 2 Testing listening skills**

Objective: to let participants explore characteristics of a good listening test

Materials: handout 2 (Jakeman V.& C.McDowell (1996). Cambridge Practice Tests for IELTS 1. Cambridge University Press. Listening Test 1. pp. 12-13.) accompanied by the cassette (Cassette 1, Side 1)

Time: 35 min

Preparation: Prepare the cassette so that it can be started from the right point

Procedure:

☺ (15 min) Tell participants that now they will try to look into what a good listening test is. Distribute handout 2 and ask them to listen to the recording and do the test.

Play the recording.

☺ (5 min) Check the answers.

Answer key:

1. A
2. C
3. D
4. D
5. C
6. Prescott (must be correct spelling with capital 'P')
7. 41
8. Fountain (must have capital 'F')
9. 752239
10. £65

☺ (5 min) Ask participants the following questions and elicit random answers:

1. What listening subskills does each test item test (What do test-takers have to do in order to get it right)?
2. Do you actually have to listen to the recording in order to answer the questions?
3. What kind of texts (authentic or non-authentic) are used in the test?
4. Is there any visual support to help listening?
5. What did you like and didn't like about this test?

Possible answers:

1. Most of the test items test listening for specific information.  
Questions 6-10 test spelling skills as well.
2. Yes.

3.Semi-authentic or non-authentic.

4.Yes.

Even if the texts may seem to be non-authentic, tasks are taken from real life (e.g. calling Lost & Found office, describing an object, filling in personal details forms etc. Visuals help listening and make the test not boring and less frightening.)

☺ ☺ ☺ (5 min) Ask participants to work in the same groups as above and make a list of the characteristics of a good listening test.

☺ (5 min) Elicit answers and write them on the board.

Possible answers:

A good listening test:

~ focuses on listening sub-skills (listening for the main idea(s), listening for specific information);

~ tests what it should test;

~ uses authentic texts and tasks;

~ can be supported with visuals;

~ should require minimum output (e.g. writing) etc.

Establish that a good listening test focuses on listening sub-skills (listening for the main idea(s), listening for specific information etc.); it tests what it should test; uses authentic listening texts; is supported with visuals etc.

Summary

Summarise the session and establish that good reading and listening tests should:

~ test reading and listening subskills (scanning, skimming, listening for specific information etc.);

- ~ use authentic or semi-authentic texts and real life tasks;
- ~ include visual support;
- ~ require minimum output (e.g. writing)

## TESTING RECEPTIVE SKILLS

Activity 1, Handout 1, Reading test samples

1. Read the text and match the questions 1-3 with the appropriate answers a-f. There is an example (0) at the beginning. There are more answers than you need.

### Food for Mood

What you eat can affect how you feel, think and act. Let's look first at bad mood food. Keep caffeine down to one or two cups of coffee a day. More could make you anxious and depressed. A sugary snack will raise levels of brain serotonin almost instantly. This can give a short term high, but beware of let down. An hour or so after eating sugary foods, some people feel tired, unable to concentrate, even depressed.

Alcohol might make you feel good in the short-term but long-term is likely to lead to irritability, lethargy and depression. Damage to brain tissue may bring on forgetfulness, bad moods, confusion, inability to concentrate and sleep disturbance.

So what foods are feel-good enemies? Well, obviously, junk food, alcohol, caffeine, sugary cereals, snacks, sweets and drinks, and highly processed foods.

OK, so now let's take look at good mood food

Fruit and vegetables studies show people who eat more of these tend to be happier. Green leafy vegetables like asparagus, endive and spinach contain an amino acid, which can help improve intelligence, ease mental tiredness and fight depression.

Type of food and drinks	Effect produced
0 coffee	a) improved intelligence
Q1 sugary snacks	b) high temperature
Q2 alcohol	c) anxiety
Q3 vegetables	d) better memory

	e) irritability and depression
	f) feeling of tiredness

Answers

0 a b c d e f

1 a b c d e f 2 a b c d e f 3 a b c d e f

2. Read the text and complete the sentences below using 1-5 words. There is an example at the beginning (0).

Sir Robert Peel founded the Metropolitan Police in 1829. It was headquartered in a district known as Scotland Yard. Scotland Yard originally denoted an area of Whitehall that contained many government buildings.

When Sir Robert Peel located the new Metropolitan Police in Whitehall, the correct address for the headquarters was No. 4 Whitehall Place. The police station there had an entrance from Scotland Yard proper. The press always referred to the police as Scotland Yard, until the term became synonymous with the force itself.

Scotland Yard grew rapidly in its early years. In 1829 the total force was 1,000, but a decade later it was 3,350. By 1850 it was more than 6,000, and would increase to 10,000 by 1870.

The task of the Yard was extraordinary: it was to police crime in an area with a population of two and a half million people.

0The Metropolitan Police, known as Scotland Yard, was established in 1829.

Q1 The address of the police headquarters was \_\_\_\_\_.

Q2 In 1829 the size of Scotland Yard's total force was \_\_\_\_\_.

Q3 By 1870 the police force had grown to \_\_\_\_\_.

3. Read the text and find the antonym to the underlined word.

Theodore Dreiser, the great American progressive writer, was born in a poor family in 1871. He began to work for his living when he was sixteen. He had a number of jobs, and at one time was a newspaper reporter. As a reporter he gained

a wide experience of life, which was a great help to him when he took up novel-writing.

- a. happy
- b. rich
- c. deprived
- d. friendly

## V. КЕЙСЛАР

### Lesson 2. Activity 4 (25 min) An extract from a lesson

Tell participants to take the role students for 20 minutes. Tell them that you are going to present an extract from a lesson. Ask them be active during the lesson.

### Lesson 5. Activity 3

Time: 15

Materials: Handout 3

Procedure:

- The table below gives three paradigms of classroom investigation.
- Ask participants to put each of the headings (*mixed; quantitative; qualitative*) next to the paradigm where they think it belongs.
- Possible answers:

<b>paradigm 1:</b> <i>Qualitative</i>	<b>paradigm 2:</b> <i>Quantitative</i>	<b>paradigm 3:</b> <i>Mixed</i>
1. <i>non-experimental design</i> a researcher kept a diary of her experiences as a language learner	1. <i>experimental or quasi-experimental design</i> the discussions of 10 groups of different sizes were recorded	1. <i>experimental or quasi-experimental design</i> a researcher gave a group of students two sheets and a questionnaire to fill in. They used these to record their observations of a lesson.
2. <i>qualitative data</i> the diarist recorded her feelings about different aspects of the course	2. <i>quantitative data</i> the data from the recorded discussions were coded according to previously used	2. <i>qualitative data</i> the researcher analysed their impressions and opinions of the lesson

### Lesson 5. Activity 4

Time: 20 min

Materials: Handout 4

Procedure:

- Ask participants to work in pairs and fill in the table (handout 4) with the questions/problems and discuss:
  - Is any qualitative data necessary to research any of the written research questions? If yes, how this data can be got? (students' tests, questionnaires, etc.)
  - What are the reasons of collecting quantitative data to research the question/problem?
- Ask participants to share filled table and report about the discussed answers to the stated questions.  
Possible answers: participants' answers

<b>List of research questions</b>	<b>Possible ways of collecting a quantitative data, if necessary</b>
10. To what extent do my students progress in reading? What are the reasons?	<ul style="list-style-type: none"><li>- Examining students' tests, assignments</li><li>- Students questionnaire</li></ul>
11. What are the ways of dealing with challenging students?	<ul style="list-style-type: none"><li>- Not necessary</li></ul>
12.	
13.	
14.	
15.	
16.	



## Lesson 6. Activity 2 Rating scales for assessing speaking

Objectives:

- to raise awareness of the CEFR for assessing speaking;
- to explore different types of activities to assess students' spoken language

Time: 20 min

Materials: handout 1 (scrambled band descriptors i.e. group 1 receives scrambled

Range descriptors, group 2- Accuracy, etc)

► Procedure:

☺ (5 min) Tell participants that there are different rating scales developed by different educationalists for different purposes. Tell them that you are going to give them the Common European Framework of Reference that was developed to assess overall oral production. Tell participants that there are 6 levels in the scales that correspond to 6 levels of proficiency.

A1 corresponds to a beginner level (basic user);

A2 – elementary;

B1 – pre-intermediate;

B2 – intermediate;

C1 – upper intermediate (independent user);

C2 – advanced level (proficient user).

Write the corresponding letters against the levels on the board if appropriate. Tell participants that in the speaking scales there are 5 criteria in the CEFR i.e. Range, Accuracy, Fluency, Interaction and Coherence.

## VI. ГЛОССАРИЙ

<b>Термин</b>	<b>Ўзбек тилидаги шарҳи</b>	<b>Инглиз тилидаги шарҳи</b>
Assessment	Biror kishining qobiliyatini yoki o'qitish kursining sifati yoki muvaffaqiyatini o'lchash va boshqalar	The measurement of the ability of a person or the quality or success of a teaching course, etc
Evaluation	qaror qabul qilish uchun muntazam ravishda ma'lumot to'plash	the systematic gathering of information for purposes of decision making.
Feedback	O'qituvchilar yoki o'qituvchidan yoki boshqa o'quvchilardan o'rganish vazifalarining muvaffaqiyatli bajarilishi to'g'risida sharhlar yoki ma'lumotlar.	Comments or information learners receive on the success of a learning task, either from the teacher or from other learners.
Fluency	yozma yoki og'zaki nutq so'zlash qobiliyatini va jiddiy ikkilanmasdan ishlab chiqarish qobiliyatini o'z ichiga olgan muloqotni bilish darajasi	a level of proficiency in communication, which includes the ability to produce written or spoken language with ease and without significant hesitation
Grid	O'quvchilar yoki o'qituvchi-ishtirokchilar tomonidan to'ldiriladigan jadval, ko'pincha fikrlarni umumlashtirish yoki aks ettirish uchun ishlatiladi	A chart to be filled in by learners or teacher-participants, often used to summarise ideas or to focus reflection
TESTING -	birovning bilishi yoki qobiliyatini tekshirish, ular javob beradigan savollar yoki ular amalga oshirishi kerak bo'lgan ishlardan iborat	an examination of somebody's knowledge or ability, consisting of questions for them to answer or activities for them to carry out
Assessment Profile	loyihalarni yaratish uchun asos bo'lishi mumkin bo'lgan baholashlar va hisobotlar to'plami.	a collection of assessments and reports that can be used as a basis for creating projects.

Assessment criteria	o'rganish standartlar. baholanadigan	the standards by which learning is judged.
Assessment Mode	Tarkibni baholashda talabalarning boshqa yorliqlarni yoki oynalarni ko'rish imkoniyatlarini kamaytirishga yordam beradigan Chrome kengaytmasi.	a Chrome extension that helps reduce the chance of students viewing other tabs or windows while taking Content Assessments.
a framework	foydali yoki konstruktsiyani kengaytiradigan narsalarni qurish uchun qo'llab-quvvatlash yoki ko'rsatma bo'lib xizmat qilish uchun mo'ljallangan haqiqiy yoki kontseptual tuzilish.	a real or conceptual structure intended to serve as a support or guide for the building of something that expands the structure into something useful.
Task	qilinadigan yoki bajariladigan ishning bir qismi	a piece of work to be done or undertaken.
Testee	imtihon topshiradigan kishi.	one who takes an examination.
performance-referenced assessment	o'quvchilarning o'quv bo'linmasi yoki bo'linmalaridan olingan ko'nikma va bilimlarni qo'llash qobiliyatini o'lchaydi	measures students' ability to apply the skills and knowledge learned from a unit or units of study.
Portfolio	dars ishlarining sifati, o'qish taraqqiyoti va o'quv yutuqlarini baholash maqsadida yig'ilgan o'quv ishlari va boshqa ma'lumotlarga oid ma'lumotlar to'plami	a compilation of academic work and other forms of educational evidence assembled for the purpose of evaluating coursework quality, learning progress, and academic achievement;
Self evaluation	maqsadlaringizga erishish uchun o'zingizning noyob kuchli tomonlaringizni qanday ishlatganingizni va shu bilan birga yaxshilashingiz mumkin bo'lgan sohalarda halol bo'lganingizni ta'kidlash	an opportunity to highlight how you used your unique strengths to accomplish your goals while also being honest about areas you could

	imkoniyati.	improve.
Project work	vazifani bajarishga qaratilgan ish.	work which focuses on completing a task.
Peer assessment	o'quvchilar yoki ularning tengdoshlari tomonidan o'qituvchining mezonlari asosida berilgan topshiriqlar yoki testlar.	a process whereby students or their peers grade assignments or tests based on a teacher's benchmarks.
Observation report	topilmalarni tasdiqlovchi hujjatlashtirilgan dalillar	the documented evidence to support findings.
Feedback	harakat, hodisa yoki jarayon haqida baholash yoki tuzatish ma'lumotlarini asl yoki boshqaruvchi manbaga etkazish	the transmission of evaluative or corrective information about an action, event, or process to the original or controlling source
Survey	odamlarga savollar berish orqali qilingan fikrlar, xulq-atvor va boshqalarni tekshirish.	an examination of opinions, behaviour, etc., made by asking people questions
Classroom observation	o'qitishni sinfda yoki boshqa o'quv muhitida amalga oshirilayotgan paytda rasmiy yoki norasmiy kuzatuv.	a formal or informal observation of teaching while it is taking place in a classroom or other learning environment.
Questionnaire	respondentlardan ma'lumot to'plash maqsadida bir qator savollardan iborat tadqiqot vositasi..	a research instrument consisting of a series of questions for the purpose of gathering information from respondents.
Common European Framework of Reference level descriptors	til qobiliyatini tavsiflovchi xalqaro standart.	international standard for describing language ability.
	ma'lum bir darajadagi o'qishga mos keladigan ta'limning keng	statements that provide a broad indication of learning

	ko'rsatkichlarini ta'minlaydigan, ushbu darajada kutilayotgan ta'limning xususiyatlari va kontekstini tavsiflovchi bayonotlar	appropriate to attainment at a particular <i>level</i> , describing the characteristics and context of learning expected at that <i>level</i> .
rating scales	respondentlarning fikr-mulohazalarini solishtirma shaklda muayyan o'ziga xos xususiyatlar / mahsulotlar / xizmatlar uchun ifodalash uchun foydalaniladigan yopiq so'rovnomasavoli	a closed-ended survey question used to represent respondent feedback in a comparative form for specific particular features/products/services.
Range,	bir xil umumiy tipdagi turli xil narsalar to'plami.	a set of different things of the same general type.
Accuracy,	to'g'ri yoki aniq bo'lgan sifat yoki holat.	the quality or state of being correct or precise.
Fluency,	o'zini oson va aniq ifodalash qobiliyati.	the ability to express oneself easily and articulately.
Coherence	qismlarning mantiqiy va tartibli va izchil aloqasi	logical and orderly and consistent relation of parts
Placement test	odatda ma'lum bir bilim yoki malakani aniqlash uchun ta'lim muassasasiga kiradigan talabaga beriladigan test.	a test usually given to a student entering an educational institution to determine specific knowledge or proficiency .
Progress test	kognitiv bilimlarning rivojlanishi va barqarorligini baholash uchun uzunlamasina, teskari yo'naltirilgan ta'limni baholash vositalari	longitudinal, feedback oriented educational assessment tools for the evaluation of development and sustainability of cognitive knowledge
Achievement test	odatda ta'lim sharoitida yuzaga keladigan rejalashtirilgan ko'rsatma orqali shaxs olgan bilimlari va akademik mahorat darajasini o'lchash	to measure the amount of knowledge and level of academic skills an individual has acquired through the

		planned instruction that typically occurs in educational settings
Proficiency test	talabalarning umumiy til qobiliyatini (IELTS, TOEFL) tashqi standartlarga nisbatan tekshiradi.	checks the overall language abilities of students (IELTS, TOEFL) against external standards;
Multiple choice test	respondentlardan ro'yxat sifatida berilgan tanlovlardan faqat to'g'ri javoblarni tanlashlari so'raladigan ob'ektiv baholash shakli.	a form of an objective assessment in which respondents are asked to select only correct answers from the choices offered as a list.
Receptive skills	Axborot olish uchun ishlatiladigan til qobiliyatlari (o'qish va tinglash).	Language skills used to receive information (reading and listening).
Productive skills	o'quvchilarga tilni yozma yoki og'zaki shaklda ishlab chiqarishga imkon beradigan ko'nikmalarga murojaat qiling	refer to the skills that enable the learners to produce language in written or spoken forms
Scanning	ma'lum bir ma'lumotni tezda topmoqchi bo'lganingizda foydalaniladigan o'qish texnikasi.	a reading technique to be used when you want to find specific information quickly.
Skimming	matnning asosiy g'oyalariga e'tiboringizni qaratadigan strategik, tanlab o'qish usuli.	a strategic, selective reading method in which you focus on the main ideas of a text.
Eliciting	o'qituvchiga ma'lumot berish o'rniga ma'lumot berish uchun o'qituvchiga yordam beradigan bir qator metodlarni tavsiflovchi atama.	term which describes a range of techniques which enable the teacher to get learners to provide information rather than giving it to them.

## **VII. Фойдаланилган адабиётлар рўйхати**

### **I. Ўзбекистон Республикаси Президентининг асарлари**

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2. Ўзбекистон Республикасининг “Таълим тўғрисида”ги Қонуни.
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6. Ўзбекистон Республикаси Президентининг “2019-2021 йилларда Ўзбекистон Республикасини инновацион ривожлантириш стратегиясини тасдиқлаш тўғрисида”ги 2018 йил 21 сентябрдаги ПФ-5544-сонли Фармони.
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2. Бош илмий-методик марказ: [www.bimm.uz](http://www.bimm.uz)
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5. Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг расмий сайти: <http://www.edu.uz/modules/wfchannel>
6. [karsu.uz](http://karsu.uz)-Қорақалпоқ давлат университети сайти

**Коракалпок давлат университети хузуридаги педагог кадрларни кайта тайёрлаш ва уларнинг малакасини ошириш минтакавий маркази уқитувчиси, педагогика фанлари номзоди, доцент Алия Тажиеванын «Тил компетенцияларини баҳолаш механизмлари» модули буйича яратилган уқув-услугубий мажмуасига**

**ФИКР**

“Тил компетенцияларини баҳолаш механизмлари” модули инглиз тили уқитувчиларининг халқаро эътироф этилган стандартларга мувофиқ хорижий тилларни билиш даражасини баҳолаш доирасидаги билим, кўникма, малака ҳамда компетенцияларини ривожлантиришга қаратилган.

Модулни ўзлаштириш жараёнида тингловчилар тил компетенцияларини баҳолашнинг асосий тамойиллари буйича тасаввурга эга бўлишади, альтернатив баҳолаш турларини билиш ва улардан фойдаланиш ва тил кўникмаларини (ўқиш, гапириш, тинглаб-тушиниш, ёзув) баҳолаш мезонларини яратиш қуникмаларига эга бўлади.

“Тил компетенцияларини баҳолаш механизмлари” модул-услугубий мажмуа уз ичига 8 мавзунини олади ва улар тингловчиларга тил билиш даражасини баҳолаш тамойиллари ва усуллари буйича билим бериш, мавзуга оид олимлар фикрларини таҳлил қилишга ургатиш; баҳолаш мезонларини яратиш ва улардан самарали фойдаланишни амалиятта қулланишга ургатиш; альтернатив баҳолаш, синфни тадқиқ қилиш, фидбек бериш, портфолио тузиш, ўз ўзини баҳолаш учун материаллар яратишни ургатиш; CEFR тизими бўйича баҳолашни ургатиш каби енг долзарб ва керакли маълумотларни беради ва тингловчиларда баҳолаш тизими бўйича қуникмаларни шакллантиради. Хозирги кунда керакли тестлар яратиш усуллари ва принципларини билиш, тил кўникмалари бўйича тестлар яратиш кўникмасини шакллантиришни да мажмуа уз ичига олган. Уқув-услугубий мажмуада яратилган топшириқлар, маъруза матнлари уларнинг касбий фаолиятига қаратилган бўлиб, улар тингловчиларда катта кизиқишлар уйғотиши мумкин. Юкорида келтирилган ижобий тарафларини ҳисобга олиб “Тил компетенцияларини баҳолаш механизмлари” модули буйича яратилган уқув-услугубий мажмуа педагог кадрларни кайта тайёрлаш ва уларнинг малакасини ошириш минтакавий марказида инглиз тили ва адабиёти мутахассислиги тингловчилари учун фойдаланишга бўлади деб ҳисоблайман.

Коракалпок давлат университети доценти,  
педагогика фанлари номзоди

