

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС  
ТАЪЛИМ ВАЗИРЛИГИ ҲУЗУРИДАГИ ОЛИЙ ТАЪЛИМ ТИЗИМИ  
ПЕДАГОГ ВА РАҲБАР КАДРЛАРИНИ ҚАЙТА ТАЙЁРЛАШ ВА  
УЛАРНИНГ МАЛАКАСИНИ ОШИРИШНИ ТАШКИЛ ЭТИШ  
БОШ ИЛМИЙ-МЕТОДИК МАРКАЗИ**

**ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ  
ҲУЗУРИДАГИ ЧЕТ ТИЛЛАРИНИ ЎҚИТИШНИНГ ИННОВАЦИЯВИЙ  
МЕТОДИКАЛАРИНИ РИВОЖЛАНТИРИШ РЕСПУБЛИКА  
ИЛМИЙ-АМАЛИЙ МАРКАЗИ**

**“ТАСДИҚЛАЙМАН”**

Директори \_\_\_\_\_

**И.М. Тўхтасинов “\_\_” \_\_\_\_\_ 2015 й**

**ЧЕТ ТИЛИ МАЛАКАЛАРИНИ БАҲОЛАШ МОДУЛИ БЎЙИЧА**

**ЎҚУВ–УСЛУБИЙ МАЖМУА**

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## **ИШЧИ ЎҚУВ ДАСТУРИ**

### **КИРИШ**

Фан, техника ва технологиялар ютуқлари асосида таълим тизимини ислоҳ қилишда давр синовларидан ўтган илғор тажрибаларни ўрганиш ҳамда миллий ва умуминсоний кадриятларни эътиборга олган ҳолда уларнинг жорий этилишини таъминлаш рақобатбардош кадрлар тайёрлашнинг муҳим омили саналади. Амалдаги Давлат таълим стандартлари, ўқув режа ва фан дастурларини такомиллаштириш эҳтиёжи ҳам ана шу ислохотлар натижасида юзага келди. Хусусан, Ўзбекистон Республикаси Президентининг 2012 йил 10 декабрдаги “Чет тилларни ўрганиш тизимини янада такомиллаштириш чора-тадбирлари тўғрисида”ги ПҚ-1875-сон қарорида белгиланган вазифалар ижросини таъминлаш мақсадида “Олий таълим муассасаларида чет тилларни ўқитиш тизимини янада такомиллаштириш чора-тадбирлар дастури” ишлаб чиқилган бўлиб, унда чет тиллар бўйича Давлат таълим стандартлари, ўқув режалари ва дастурларини такомиллаштириш ва босқичма-босқич ўқув жараёнига татбиқ этиш устувор вазифалардан бири сифатида белгиланган. Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги ҳужжатида тил эгаллашга қўйиладиган талаблар ва мезонлар эътиборга олинган ҳолда Ўзбекистон узлуксиз таълим тизимида чет тилларини ўрганишнинг ягона мақсад ва вазифалари белгиланиб, чет тиллари бўйича таълимнинг барча босқичлари битирувчилари тайёргарлик даражасига қўйиладиган Давлат таълим стандарти талаблари ишлаб чиқилди. Чет тилини эгаллаш даражаларини ўзида акс эттирган мазкур стандарт Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2013 йил 8 майдаги “Чет тиллар бўйича таълимнинг барча босқичлари битирувчиларининг тайёргарлик даражасига қўйиладиган талаблар” тўғрисидаги 124-сонли қарори билан тасдиқланди.

Мазкур методик кўрсатмани ишлаб чиқишда Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэътироф этилган халқаро меъёрлари (CEFR – Common European Framework of Reference) ва Ўзбекистон Республикасининг узлуксиз таълим тизимида чет тилларни ўрганишга қўйиладиган талаблар эътиборга олинди. Унда чет тилини ўқитишга ихтисослашган таълим йўналишлари битирувчилари олий таълим муассасасидаги тўрт йиллик таҳсиллари ниҳоясида ўрганган чет тили бўйича C1 даражани эгаллашлари минимум сифатида белгилаб қўйилган. Шунингдек, такомиллаштирилган Давлат таълим стандартларида талабаларнинг тайёргарлик даражаси, билим, малака ва кўникмаларига қўйиладиган талаблар ҳамда турдош олий таълим муассасалари мутахассислари томонидан билдирилган таклифлар инобатга олинган

#### **Модулниң мақсади:**

**“Тил ўрганувчининг билимини CEFRга асосланиб баҳолаш” модулининг мақсади:** педагог кадрларни қайта тайёрлаш ва малака ошириш курси тингловчиларини Умумевропа тизими даражаларидан самарали фойдаланиш, чет тили ўқитувчилари ва ўқувчиларига, ҳамда чет тилидан билим даражасини баҳолаш муаммолари билан шуғулланувчиларга ёрдам бериш, барча европа тиллари учун қабул қилинган ўқитиш ва баҳолаш методикасини тақдим этиш.

#### **Модулининг вазифаси:**

- Билимни баҳолашнинг Умумевропа тизими (CEFR) тил таълимида: ўрганиш, ўқитиш ва баҳолаш;
- CEFR тизимини Ўзбекистон Республикасига жорий қилишга оид кўникмаларни шакллантириш;
- Тилни эгаллаш даражаси ва натижаларни баҳолашни ўргатиш.

### **Модулни ўзлаштиришга қўйиладиган талаблар**

**Кутилаётган натижалар:** Тингловчилар “Тил ўрганувчининг билимини CEFRга асосланиб баҳолаш” модулини ўзлаштириш орқали қуйидаги билим, кўникма ва малакага эга бўладилар:

#### **Тингловчи:**

- Билимни баҳолашнинг Умумевропа тизими (CEFR) тил таолимида: ўрганиш, ўқитиш ва баҳолаш;
- CEFR тизимини Ўзбекистон Республикасига жорий қилиш, жорий қилишдаги муаммолар ва уларни ҳал этиш йўллари;
- Тилни эгаллаш даражаси тизими, умумий шкаласи ва натижаларни баҳолаш;
- Ўқитишнинг асосий кўникмалари: ўқиб тушуниш, ёзиш, тинглаб тушуниш ва гапириш

#### **Модулнинг ўқув режадаги бошқа модуллар билан боғлиқлиги ва узвийлиги**

Модул мазмуни ўқув режадаги “Ўзбекистон Республикаси Президентининг 2012 йил 10 декабридаги “Чет тилларни ўрганиш тизимини янада такомиллаштириш чора тadbирлари тўғрисида” ПҚ-1875-сонли Қароридан келиб чиқадиган вазифалар”, “Тестология асослари”, “Интеграллашган тил кўникмаларини ривожлантириш” ўқув модуллари билан узвий боғланган ҳолда педагогларнинг касбий педагогик тайёргарлик даражасини орттиришга хизмат қилади.

#### **Модулнинг олий таълимдаги ўрни**

Модулни ўзлаштириш орқали чет тили ўқитувчиларининг халқаро стандартлар, хусусан, CEFR тизими (Билимни баҳолашнинг Умумевропа тизими) ва CEFR турли мамлакатлар ёки бир мамлакатдаги турли университетлар, коллежлар ва мактабларидаги ўқув дастурлари, мутахассисларнинг тайёргарлик даражаси ва баҳолаш тизимларини қиёслашга доир касбий компетентликка эга бўладилар.

**Модул бўйича соатлар тақсимои:**

№	Модул мавзулари	Тингловчининг ўқув юкلامаси, соат					
		Ҳаммаси	Аудитория ўқув юкلامаси				Мустақил таълим
			жами	Назай	Амалий машғулот	Кўчма машғулот	
1.	Билимни баҳолашнинг Умумевропа тизими (CEFR) тил таолимида: ўрганиш, ўқитиш ва баҳолаш	2	2		2		
2.	CEFR тизимини Ўзбекистон Республикасига жорий қилиш- Давлат таълим стандарти	2	2		2		
3.	Тилни эгаллаш даражалари ва унинг ўзига хос хусусиятлари	2	2		2		
4	Маданиятлараро компетенция тушунчасининг CEFR тизимида туган ўрни	2	2		2		
5	Тилни эгаллаш даражаси тизими, умумий шкаласи ва натижаларни турли баҳолаш усуллари	2	2		2		
6	Тилни эгаллаш даражаси ва натижаларни баҳолашни ўргатиш	2	2		2		
7	CEFR тизимини Ўзбекистон Республикасига жорий қилиш, жорий қилишдаги муаммолар ва уларни ҳал этиш йўллари	2	2		2		2
8	Тест турлари(Proficiency, Progress, Achievement, Diagnostic and Aptitude tests)	2	2		2		
9	Баҳолаш тамоиллари (Validity, Reliability, Achieving beneficial backwash)	2	2		2		2
10	Тест тузиш техникалари	2	2		2		
11	Баҳолашнинг ноанъанавий турлари (Performance-based, portfolio, journal, self- and peer assessment, c-tests, computer graded)	2	2		2		
12	Баҳолаш меъзонлари (types of rubrics )	2	2		2		
	<b>Жами:</b>	28	24		24		4

## АМАЛИЙ МАШҒУЛОТЛАР МАВЗУСИ ВА МАЗМУНИ

**1-мавзу.** Билимни баҳолашнинг Умумевропа тизими (CEFR) тил таълимида: Ўрганиш, ўқитиш ва баҳолаш (4 соат)

**Режа:**

1. “Билимни баҳолашнинг Умумевропа тизими тил таълимида: Ўрганиш, ўқитиш ва баҳолаш” нинг мақсад ва вазифалари
2. Таълим жараёнида CEFR дан фойдаланиш
3. CEFR мезонлари

Билимни баҳолашнинг умум Европа тизими (Common European Framework of Reference, CEFR): ўрганиш, ўқитиш, баҳолаш, бу – хорижий тилларда билим даражасини аниқлаш тизими бўлиб, Европа Иттифоқида тил кўникмаларини баҳолашнинг миллий тизимини яратиш мақсадида CEFRда фойдаланишни тавсия қилинди.

**2-мавзу.** CEFR тизимини Ўзбекистон Республикасига жорий қилиш-Давлат таълим стандарти (4 соат)

**Режа:**

1. Умумевропа компетенциялари - назарий ва методологик асослар
2. CEFR дескрипторлари
3. Танқидий таҳлил

Турли баҳолаш тизимларини қиёслаш ҳақида тахминий тасаввурга эга бўлиш учун қийида жойлашган жадвалга қарашингиз мумкин. IELTS ва TOEFL бошқа мақсадлар учун ишлаб чиқилган профессионал баҳолаш типига мансуб бўлиб, CEFR талабидаги ўқув курси ёки дастурнинг асосини ташкил қила олмасликларига эътибор беринг.

CEFR нинг схемаси 6 даражага бўлинган. Ҳар бир даража кўп нарсани ўз ичига камраб олади. Натижа яққол кўзга ташланиши учун (айниқса, Ўзбекистон таълим тизими билан қиёслаганда) ҳар бир даражани учга бўлиб кўрсатишни таклиф қиламиз. Масалан, B2/1; B2/2; B2/3. Бунда B2/1 даражаси B2 даражанинг ярмидан камроғини ўз ичига олади. B2/2 даражаси B2 даражанинг ярмидан кўпини, B2/3 эса B2 даражани тўлиқ камраб олади.

**3-мавзу.** CEFR тизимини Ўзбекистон Республикасига жорий қилиш-Давлат таълим стандарти (4 соат)

**Режа:**

1. Ўзбекистон таълим тизимига стандартларни татбиқ этиш: ўрганиш, ўқитиш ва баҳолаш
2. Ўзбекистон Республикаси таълим стандарти
3. CEFR тизимини Ўзбекистон Республикасига тадбиқ этиш

“Чет тиллар учун халқаро стандартлар” тилнинг эгалланганлик даражасидаги таснифларга тегишли бўлиши мумкин. Бу таснифларга қараб зарур ўқув дастурлари ва баҳолаш тизими ишлаб чиқилади. Ўзбекистон Республикасида CEFR тизимидан европа тилларини билиш даражасини баҳолашда асосий мезон хамда ўрганиш, ўқитиш ва баҳолаш методикаси сифатида фойдаланишни таклиф этилади.

**4-мавзу.** Тилни эгаллаш даражалари ва унинг ўзига хос хусусиятлари (4 соат)

**Режа:**

1. Чет тилини эгаллаганлик даражасининг ўзига хос хусусиятлари ва номланиши

2. Тилни эгаллаш даражаси тизими
3. Тилни эгаллаш даражалари-умумий шкала
4. Ўқитишнинг асосий кўникмалари: ўқиб тушуниш, ёзиш, тинглаб тушуниш ва гапириш.
5. Тилни эгаллаш даражаси ва натижаларни баҳолаш

CEFR тизимининг асосий вазифаларидан бири стандарт, тест ва имтихонларга мувофиқ чет тилларни эгаллаш даражаларини таснифлашга ёрдам беришдан иборатдир. Бу нарса сертификатлашнинг турли тизимларини қиёслашни осонлаштиради.

**5 мавзу** Маданиятлараро компетенция тушунчасининг CEFR тизимида тугган ўрни (4 соат)

Ўрганиш, ўқитиш ва баҳолаш ўқитувчилар ва ўқувчилар ишининг ҳамиша чамбарчас боғлиқ қисмидир.

**Мақсад.** Ўзбекистонда барчани инглиз тилини ўргатишга жалб этишдан мақсад - узлуксиз таълим тизимининг битирувчилари учун яхшироқ иш жойини топиш, ўқишни давом эттириш ёки илмий салоҳиятини кенгайтириш, инглиз тилида мумкин қадар эркин ва профессионал мулоқот қила олишларига кўмаклашишдир.

**6- мавзу.** Тилни эгаллаш даражаси тизими, умумий шкаласи ва натижаларни турли баҳолаш усуллари (4 соат)

Мазкур стандарт асосида чет (инглиз, француз, немис ва бошқа тиллар) тиллари бўйича таълим муассасаси хусусиятларини инобатга олган ҳолда давлат аттестацияси учун назорат-баҳолаш кўрсаткичлари, ўқув дастурлар ишлаб чиқилади ва тегишли вазирликларнинг буйруқлари билан тасдиқланади.

**7- мавзу.** Тилни эгаллаш даражаси ва натижаларни баҳолашни ўргатиш (2 соат)

CEFR дунё бўйлаб кенг тарқалган хорижий тил таълимининг меъёрларидан биридир. Шунинг таъкидлаш керакки, у тил мутахассисларининг мақсадини белгилаб бермайди. Ўқув дастурлари ҳам, тилни баҳолаш тизими ҳам улар фойдаланиладиган муҳит учун тузилиши ва мослаштирилиши керак.

CEFR турли мамлакатлардаги олий таълим муассасалари, коллежлар ва мактабларидаги ўқув дастурлари, мутахассисларнинг тайёргарлик даражаси ва баҳолаш тизимларини қиёслаш учун ишонарли усул ҳисобланади.

CEFR тушунчасининг таърифига кўра дунё бўйича лисоний салоҳиятнинг баҳолашнинг куйидаги 1- жадвалда кўриш мумкин:

### АДАБИЁТЛАР РЎЙХАТИ

1. Общеввропейские компетенции владения иностранным языком: изучение, преподавание, оценка / Департамент современных языков Директората по образованию, культуре и спорту Совета Европы; Перевод выполнен на кафедре стилистики английского языка МГЛУ под общ. ред. проф. К. М. Ирисхановой. — М.: Изд-во МГЛУ, 2003.
2. CEFR Guidebook at Common European Framework of Reference for Languages. [www.coe.int](http://www.coe.int).
3. Manual at Manual for Relating language examinations to the CEFR [www.coe.int/.../Manuel1\\_EN](http://www.coe.int/.../Manuel1_EN)
4. The Association of Language Teachers in Europe (ALTE) has established a six-level framework of language examination standards.

5. Mapping the TOEIC and TOEIC Bridge Test on the Common European Framework of Reference for Languages
6. Mapping TOELF iBT on the Common European Framework of Reference
7. Common European Framework of Reference for Languages



## АМАЛИЙ МАШҒУЛОТЛАР

### 1-мавзу. CEFR тизимини Ўзбекистон Республикасига жорий қилиш-Давлат таълим стандарти (2 соат)

#### Режа:

1. Ўзбекистон таълим тизимига стандартларни татбиқ этиш: ўрганиш, ўқитиш ва баҳолаш
2. Ўзбекистон Республикаси таълим стандарти
3. CEFR тизимини Ўзбекистон Республикасига тадбиқ этиш

“Чет тиллар учун халқаро стандартлар” тилнинг эгалланганлик даражасидаги таснифларга тегишли бўлиши мумкин. Бу таснифларга қараб зарур ўқув дастурлари ва баҳолаш тизими ишлаб чиқилади. Ўзбекистон Республикасида CEFR тизимидан европа тилларини билиш даражасини баҳолашда асосий меозон ҳамда ўрганиш, ўқитиш ва баҳолаш методикаси сифатида фойдаланишни таклиф этилади.

### 2-мавзу. Тилни эгаллаш даражалари ва унинг ўзига хос хусусиятлари (2 соат)

#### Режа:

1. Чет тилини эгаллаганлик даражасининг ўзига хос хусусиятлари ва номланиши
2. Тилни эгаллаш даражаси тизими
3. Тилни эгаллаш даражалари-умумий шкала
4. Ўқитишнинг асосий кўникмалари: ўқиб тушуниш, ёзиш, тинглаб тушуниш ва гапириш
5. Тилни эгаллаш даражаси ва натижаларни баҳолаш

CEFR тизимининг асосий вазифаларидан бири стандарт, тест ва имтихонларга мувофиқ чет тилларни эгаллаш даражаларини таснифлашга ёрдам беришдан иборатдир. Бу нарса сертификатлашнинг турли тизимларини қиёслашни осонлаштиради.

### 3 мавзу Маданиятлараро компетенция тушунчасининг CEFR тизимида тутган ўрни (4 соат)

Ўрганиш, ўқитиш ва баҳолаш ўқитувчилар ва ўқувчилар ишининг хаамиша чамбарчас боғлиқ қисмидир.

**Мақсад.** Ўзбекистонда барчани инглиз тилини ўргатишга жалб этишдан мақсад - узлуксиз таълим тизимининг битирувчилари учун яхшироқ иш жойини топиш, ўқишни давом эттириш ёки илмий салоҳиятини кенгайтириш, инглиз тилида мумкин қадар эркин ва профессионал мулоқот қила олишларига кўмаклашишдир.

#### Буни қандай амалга ошириш мумкин?

- Ҳар бир ўқув режасини ҳаётий мулоқот малакалари асосига қуриш орқали.
- Ўқувчилар инглиз тилида нима қила олишларини аниқлаб, уларга жаҳон стандартлари асосида инглиз тилидан фойдаланишни ўқитиш орқали.

Турли баҳолаш тизимларини қиёслаш ҳақида тахминий тасаввурга эга бўлиш учун қийида жойлашган жадвалга қарашингиз мумкин. IELTS ва TOEFL бошқа мақсадлар учун ишлаб чиқилган профессионал баҳолаш типига мансуб бўлиб, CEFR талабидаги ўқув курси ёки дастурнинг асосини ташкил қила олмасликларига эътибор беринг.

- CEFR нинг схемаси 6 даражага бўлинган. Ҳар бир даража кўп нарсани ўз ичига камраб олади. Натижа яққол кўзга ташланиши учун (айниқса, Ўзбекистон таълим тизими билан қиёслаганда) ҳар бир даражани учга бўлиб кўрсатишни таклиф

қиламиз. Масалан, B2/1; B2/2; B2/3. Бунда B2/1 даражаси B2 даражанинг ярмидан камроғини ўз ичига олади. B2/2 даражаси B2 даражанинг ярмидан кўпини, B2/3 эса B2 даражани тўлиқ қамраб олади.

- Ўзбекистон таълим тизимини ҳам ҳисобга олган ҳолда профессионализмни баҳолашнинг бошқа турлари: (қуйида фақат тахминий қиёслаш берилган ҳолос, имтиҳонларнинг тўлиқ номи учун Илова қисмига қаранг.)

<b>IELTS</b>	<b>TOEFL (PB)</b>	<b>TOEFL (CB)</b>	<b>Cambridge Tests</b>	<b>CEFR</b>	<b>Ўзбекистон таълим тизими</b>
9	677	300	CPE	C2/3	-
8.5	677	300	CPE	C2/2	-
8	653	280	CPE	C2/1	-
8	637	270	CAE/CPE	C1/3	
7.5	613	260	CAE	C1/2	Докторлик
7	600	250	CAE	C1/1	Магистратура 2-курс
6.5	575	233	CAE	C1/1	Магистратура 1-курс
6	550	213	CAE	B2/3	IV – бакалавр
5.5	525	196	FCE	B2/3	III- бакалавр
5	500	173	FCE	B2/2	II- бакалавр
4.5	475	152	FCE	B2/1	I- бакалавр
4	450	133	PET	B1/1	III- AL ва Коллеж
3.5	425	113	PET	B1/1	II- AL ва Коллеж
3	400	100	PET	B1/1	I- AL ва Коллеж
2.5	375	85	KET	A2/3	9-синф
2.0	350	70	KET	A2/3	8- синф
1.5	325	55	-	A2/2	7- синф
1.0	300	40	-	A2/2	6- синф
1.0	300	40	-	A2/1	5- синф
-	-		-	A1/3	4- синф
-	-		-	A1/2	3- синф
-			-	A1/1	2- синф
				A1/1	1- синф

**4- мавзу. Тилни эгаллаш даражаси тизими, умумий шкаласи ва натижаларни турли баҳолаш усуллари**

<b>Таълим босқичи</b>	<b>Битирувчилар</b>	<b>Умумеуропа халқаро стандарти даражалари</b>	<b>Даража номланиши</b>
<b>Умумий ўрта таълим</b>	Бошланғич синф (4-синф) битирувчилари	<b>A 1</b>	Чет тилини ўрганишнинг бошланғич даражаси
	9-синф битирувчилари	<b>A 2</b>	Чет тилини ўрганишнинг таянч даражаси
	Чет тиллар чуқурлаштириб ўқитиладиган ихтисослаштирилган мактабларнинг 9-синф битирувчилари	<b>A 2+</b>	Чет тилини ўрганишнинг кучайтирилган таянч даражаси
<b>Ўрта махсус ва касб-хунар таълими</b>	Чет тилларга ихтисослашмаган академик лицейлар битирувчилари	<b>B 1</b>	Чет тилини ўрганишнинг мустақил бошланғич даражаси
	Касб-хунар коллежлари битирувчилари		
	Чет тилларга ихтисослашган академик лицейлар битирувчилари (иккинчи чет тили)		
	Чет тилларга ихтисослашган академик лицейлар битирувчилари	<b>B 1+</b>	Чет тилини ўрганишнинг кучайтирилган мустақил бошланғич даражаси
<b>Олий таълим</b>	Олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари бакалаврият босқичи битирувчилари	<b>B 2</b>	Чет тилини ўрганишнинг мустақил мулоқот даражаси
	Олий таълим муассасаларининг ихтисослиги чет тили бўлмаган факультетлари магистратура босқичи битирувчилари		
	Олий таълим муассасаларининг ихтисослиги чет тили бўлган факультетлари бакалаврият босқичи битирувчилари (иккинчи чет тили)		
	Олий таълим муассасаларининг ихтисослиги чет тили бўлган факультетлари бакалаврият босқичи битирувчилари	<b>C1</b>	Чет тилини ўрганишнинг эркин мулоқот даражаси
	Олий таълим муассасаларининг ихтисослиги чет тили бўлган факультетлари магистратура босқичи битирувчилари		

Мазкур стандарт асосида чет (инглиз, француз, немис ва бошқа тиллар) тиллари бўйича таълим муассасаси хусусиятларини инобатга олган ҳолда давлат аттестацияси учун назорат-баҳолаш кўрсаткичлари, ўқув дастурлар ишлаб чиқилади ва тегишли вазирликларнинг буйруқлари билан тасдиқланади.

### 5- мавзу. Тилни эгаллаш даражаси ва натижаларни баҳолашни ўргатиш

CEFR дунё бўйлаб кенг тарқалган хорижий тил таълимининг меъёрларидан биридир. Шунини таъкидлаш керакки, у тил мутахассисларининг мақсадини белгилаб бермайди. Ўқув дастурлари ҳам, тилни баҳолаш тизими ҳам улар фойдаланиладиган муҳит учун тузилиши ва мослаштирилиши керак.

CEFR турли мамлакатлардаги олий таълим муассасалари, коллежлар ва мактабларидаги ўқув дастурлари, мутахассисларнинг тайёргарлик даражаси ва баҳолаш тизимларини қиёслаш учун ишонарли усул ҳисобланади.

CEFR тушунчасининг таърифига кўра дунё бўйича лисоний салоҳиятнинг баҳолашнинг куйидаги 1- жадвалда кўриш мумкин:

Global CEFR scale		General Level	TOEFL (CBT)	Cambridge ESOL Level	IELTS Level
Proficient User	C2	Advanced		CPE	IELTS 7-8
	C1	Upper-Intermediate	233-270	CAE/BEC/Higher	IELTS 6-7
Independent User	B2	Intermediate/Upper Intermediate	152-213	FCE/BEC Vantage	IELTS 5-6
	B1	Pre-Intermediate	100-133	PET/BEC Preliminary	IELTS 4
Basic User	A2	Elementary	40-85	KET	IELTS 3
	A1	Beginner	-	Starters, Movers, Flyers	IELTS 0-2

Иш натижаси сифатида шундай асослар яратилдики, уларга таяниб, турли меъёрларни, улар орқали эришиладиган ютуқларни турли миллий муҳитларда қиёслаш имконияти пайдо бўлди. Тил ўрганувчилар учун зарур бўлган кўплаб малакаларни қамраб олиш мақсадида бу асослар тегишли равишда кенгайтирилди, энди улар муайян ўқув режаси, муайян ўқув фаолияти ва баҳолаш тизими учун методик қўлланма бўлиб хизмат қилиши мумкин.

Лисоний салоҳиятлар олти даражага таснифланиб, куйидаги 2-жадвалда кўрсатилган:

C2	Мукаммал фойдаланувчи
C1	
B2	Мустақил фойдаланувчи
B1	
A1	Бошланғич фойдаланувчи
A2	

Тилни ўрганувчилар Европа Кенгашининг “Чет тилини эгаллаш умумевропа компетенциялари: ўрганиш, ўқитиш ва баҳолаш” тўғрисидаги умумэтироф этилган

халқаро меъёрлари (CEFR) бўйича ўрганган чет тилларини белгиланган даражада амалда қўллай олишлари назарда тутилади.

**Тил кўникмалари интеграцияси** бўйича қуйидаги билим ва кўникмаларни галлаши шарт:

- тинглаб тушуниш, сўзлашиш, ўқиш ва ёзиш кўникмаларини ахборот қабул қилиш ва етказиш учун амалда қўллай олиш;
- белгиланган мавзулар бўйича суҳбат олиб бориш, кичик ролларни ўйнаш, муҳокамалар уюштириш, шерикликда ёки кичик гуруҳларга бўлинган ҳолда ишлаш;
- мавзуси қисман таниш ва тилнинг мураккаблик даражасига кўра танланган матнларни, шунингдек аутентик атериалларни ўқиш,
- тинглаб тушуниш, улардан амалда фойдаланиш;
- презентациялар орқали ўз фикрларини аниқ баён қилиш;
- тили ўрганилаётган мамлакат маданияти ва ўз маданиятларини
- қиёслаш ва таққослаш малакасини ошириш;
- ўзга маданиятга нисбатан бағрикенглик хислатларини намоён қилиш;
- тинглаб тушуниш, сўзлашиш, ўқиш ва ёзиш кўникмаларини уйғунлаштирган ҳолда турли мавзуларга доир лойиха ишларини бажариш орқали ривожлантириш.

#### **6-Мавзу : Билимни баҳолашнинг Умумевропа тизими (CEFR) тил таълимида: Ўрганиш, ўқитиш ва баҳолаш (2 соат)**

##### **РЕЖА:**

**The Framework aims to be not only comprehensive, transparent and coherent, but also open, dynamic and non-dogmatic.**

##### **Problems to be discussed**

1. *What the CEFR is ... and what it is not*
2. *A brief history of the CEFR*
3. *How to read the CEFR*

**Key words:** *CEFR, Descriptive Scheme, Coherence, Levels.*

##### **What the CEFR is ... and what it is not**

The CEFR is a framework, published by the Council of Europe in 2001, which describes language learners ability in terms of speaking, reading, listening and writing at six reference levels.

These six levels named as follows:

C2	Mastery	}	<b>Proficient user</b>
C1	Effective Operational Proficiency		
B2	Vantage	}	<b>Independent user</b>
B1	Threshold		
A2	Waystage	}	<b>Basic user</b>
A1	Breakthrough		

As well as these reference levels, the CEFR provides a “Descriptive Scheme” of definitions, categories and examples that language professionals can use to better understand and communicate their aims and objectives. The examples given are called “illustrative descriptors” and these are presented as a series of scales with Can Do statements from levels A1 to C2. These scales can be used as a tool for comparing levels of ability amongst learners of foreign languages and also offer “a means to map the progress” of learners.

The scales in the CEFR are not exhaustive. They cannot cover every possible context of language use and do not attempt to do so. Whilst they have been empirically validated, some of them still have significant gaps, e.g. at the lowest level (A1) and at the top of the scale (the C levels). Certain contexts are less well elaborated, e.g. young learners.

The CEFR is not an international standard or seal of approval. Most test providers, textbook writers and curriculum designers now claim links to the CEFR. However the quality of the claims can vary (as can the quality of the tests, textbooks and curricula themselves). There is no single “best” method of carrying out an alignment study or accounting for claims which are made. What is required is a reasoned explanation backed up by supporting evidence.

The CEFR is not language or context specific. It does not attempt to list specific language features (grammatical rules, vocabulary, etc.) and cannot be used as a curriculum or checklist of learning points. Users need to adapt its use to fit the language they are working with and their specific context.

One of the most important ways of adapting the CEFR is the production of language-specific Reference Level Descriptions. These are frameworks for specific languages where the levels and descriptors in the CEFR have been mapped against the actual linguistic material (i.g. grammar, words) needed to implement the stated competences. Reference Level Descriptions are already available for several languages.

### **A brief history of the CEFR**

The CEFR is the result of developments in language education that date back to the 1970s and beyond and its publication in 2001 was the direct outcome of several discussions, meetings and consultation processes which had taken place over the previous 10 years.

The development of the CEFR coincided with fundamental changes in language teaching, with the move away from the grammar-translation method to the functional /notional approach and the communicative approach. The CEFR reflects these later approaches.

The CEFR is also the result of a need for a common international framework for language learning which would facilitate co-operation among educational institutions in different countries, particularly within Europe. It was also hoped that it would provide a sound basis for the mutual recognition of language qualifications and help learners, teachers, course designers, examining bodies and educational administrators to situate their own efforts within a wider frame of reference.

The years since the publication of the CEFR have seen the emergence of several CEFR-related projects and the development of a “toolkit” for working with the CEFR. The concept of developing Reference Level Descriptions for national and regional languages has also been widely adopted. These developments and their associated outcomes will continue into the future, adding to the evolution of the Framework. In this way the CEFR is able to remain relevant and accommodate new innovations in teaching and learning.

### **How to read the CEFR**

Throughout the CEFR book the emphasis is on the readers and their own contexts. The language practitioner is told that the CEFR is about “raising questions, not answering them” and one of the key aims of the CEFR book is stated as being to encourage the reader to reflect on these questions and provide answers which are relevant for their contexts and their learners.

The CEFR has nine chapters, plus a useful introductory section called “Notes for User”.

The key chapters for most readers will be Chapters 2 to 5. Chapter 2 explains the approach the CEFR adopts and lays out a descriptive scheme that is then followed in Chapters 4 and 5 to give a more detailed explanation of these parameters. Chapter 3 introduces the common reference levels.

Chapter 6 to 9 the CEFR focus on various aspects of learning, teaching and assessment. For example, Chapter 7 is about “Tasks and their role in language teaching”. Each chapter explains concepts to the reader’s contexts. The CEFR states that the aim is “not to prescribe or even recommend a particular method, but to present options”.

### **Ўзини ўзи баҳолаш саволлари**

1. “Билимни баҳолашнинг Умумевропа тизими тил таълимида: Ўрганиш, ўқитиш ва баҳолаш” нинг мақсади нимадан иборат?
2. CEFRнинг C1 ва C2 даражалари қандай номланади?
3. CEFRнинг B1 ва B2 даражалари қандай номланади?
4. CEFRнинг A1 ва A2 даражалари қандай номланади?
5. CEFR мезонлари нима?
6. Кўп тиллилик нимага керак?

### **Фойдаланилган адабиётлар рўйхати**

1. CEFR Guidebook at Common European Framework of Reference for Languages [www.coe.int](http://www.coe.int).
2. Manual at Manual for Relating language examinations to the CEFR [www.coe.int/.../Manuel1\\_EN](http://www.coe.int/.../Manuel1_EN)
3. The Association of Language Teachers in Europe (ALTE) has established a six-level framework of language examination standards.
4. Mapping the TOEIC and TOEIC Bridge Test on the Common European Framework of Reference for Languages
5. Mapping TOELF iBT on the Common European Framework of Reference
6. Common European Framework of Reference for Languages
7. University of Cambridge ESOL examinations
8. British Council/EAQUALS Core Inventory (*print pages 6, 19-36*)
9. [http://clients.squareeye.net/uploads/eaquals2011/documents/EAQUALS\\_British\\_Council\\_Core\\_Curriculum\\_April2011.pdf](http://clients.squareeye.net/uploads/eaquals2011/documents/EAQUALS_British_Council_Core_Curriculum_April2011.pdf)
10. [http://en.wikipedia.org/wiki/List\\_of\\_language\\_proficiency\\_tests](http://en.wikipedia.org/wiki/List_of_language_proficiency_tests)
11. <http://www.english-at-home.com/grammar/relative-clauses/>
12. <http://www.aqlanguage.com/en/courses/english-for-specific-purposes/>
13. <http://specific-english.blogspot.com/2011/07/assessment-in-esp.html>
14. [http://bogglesworldesl.com/cloze\\_activities.htm](http://bogglesworldesl.com/cloze_activities.htm)
15. <http://www.englishprofile.org>
16. [www.examenglish.com](http://www.examenglish.com)

## 7-Мавзў: Common Reference Levels

### Problems to be discussed

1. What the CEFR levels
2. Basic User
- 3 Independent User
- 4 Proficient User

Key words: Levels,A1,A2,B1,B2,C1,C2

### • Criteria for descriptors for Common Reference Levels

One of the aims of the Framework is to help partners to describe the levels of proficiency required by existing standards, tests and examinations in order to facilitate comparisons between different systems of qualifications. For this purpose the Descriptive Scheme and the Common Reference Levels have been developed. Between them they provide a conceptual grid which users can exploit to describe their system. Ideally a scale of reference levels in a common framework should meet the following four criteria. Two relate to description issues, and two relate to measurement issues:

### Description Issues

- A common framework scale should be *context-free* in order to accommodate generalisable results from different specific contexts. That is to say that a common scale should not be produced specifically for, let us say, the school context and then applied to adults, or vice-versa. Yet at the same time the descriptors in a common Framework scale need to be *context-relevant*, relatable to or translatable into each and every relevant context – and appropriate for the function they are used for in that context. This means that the categories used to describe what learners can do in different contexts of use must be relatable to the target contexts of use of the different groups of learners within the overall target population.
- The description also needs to be *based on theories* of language competence. This is difficult to achieve because the available theory and research is inadequate to provide a basis for such a description. Nevertheless, the categorisation and description needs to be theoretically grounded. In addition, whilst relating to theory, the description must also remain *user-friendly* – accessible to practitioners. It should encourage them to think further about what competence means in their context.

### Measurement Issues

- The points on the scale at which particular activities and competences are situated in a common framework scale should be *objectively determined* in that they are based on a theory of measurement. This is in order to avoid systematising error through adopting unfounded conventions and ‘rules of thumb’ from the authors, particular groups of practitioners or existing scales that are consulted.
- The *number of levels* adopted should be adequate to show progression in different sectors, but, in any particular context, should not exceed the number of levels between which people are capable of making reasonably consistent distinctions. This may mean adopting different sizes of scale step for different dimensions, or a two-tier approach between broader (common, conventional) and narrower (local, pedagogic) levels.

These criteria are very difficult to meet, but are useful as a point of orientation. They can in fact be met by a combination of intuitive, qualitative and quantitative methods. This is in contrast to the purely intuitive ways in which scales of language proficiency are normally



developed. Intuitive, committee authorship may work well for the development of systems for particular contexts, but have certain limitations in relation to the development of a common framework scale. The main weakness of reliance on intuition is that the placement of a particular wording at a particular level is subjective. Secondly there is also the possibility that users from different sectors may have valid differences of perspective due to the needs of their learners. A scale, like a test, has validity in relation to contexts in which it has been shown to work. Validation – which involves some quantitative analysis – is an ongoing and, theoretically never-ending, process. The methodology used in developing the Common Reference Levels, and their illustrative descriptors, has therefore been fairly rigorous. A systematic combination of intuitive, qualitative and quantitative methods was employed. First, the content of existing scales was analysed in relation to categories of description used in the Framework. Then, in an intuitive phase, this material was edited, new descriptors were formulated, and the set discussed by experts. Next a variety of qualitative methods were used to check that teachers could relate to the descriptive categories selected, and that descriptors actually described the categories they were intended to describe. Finally, the best descriptors in the set were scaled using quantitative methods. The accuracy of this scaling has since been checked in replication studies.

Technical issues connected with the development and scaling of descriptions of language proficiency are considered in the appendices. Appendix A gives an introduction to scales and scaling plus methodologies which can be adopted in development. Appendix B gives a brief overview of the Swiss National Science Research Council project which developed the Common Reference Levels, and their illustrative descriptors, in a project covering different educational sectors. Appendices C and D then introduce two related

European projects which have since used a similar methodology to develop and validate such descriptors in relation to young adults. In Appendix C the DIALANG project is described. As part of a wider assessment instrument, DIALANG has extended and adapted for self-assessment descriptors from the CEF. In Appendix D the ALTE (Association of Language Testers in Europe) ‘Can Do’ project is described. This project has developed and validated a large set of descriptors, which can also be related to the Common Reference Levels. These descriptors complement those in the Framework itself in that they are organised in relation to domains of use which are relevant to adults.

The projects described in the appendices demonstrate a very considerable degree of communality with regard both to the Common Reference Levels themselves and to the concepts scaled to different levels in the illustrative descriptors. That is to say that there is already a growing body of evidence to suggest that the criteria outlined above are at least partially fulfilled.

### • **The Common Reference Levels**

There does appear in practice to be a wide, though by no means universal, consensus on the number and nature of levels appropriate to the organisation of language learning and the public recognition of achievement. It seems that an outline framework of six broad levels gives an adequate coverage of the learning space relevant to European language learners for these purposes.

- **Breakthrough**, corresponding to what Wilkins in his 1978 proposal labelled ‘*Formulaic Proficiency*’, and Trim in the same publication ‘*Introductory*’.
- **Waystage**, reflecting the Council of Europe content specification.
- **Threshold**, reflecting the Council of Europe content specification.
- **Vantage**, reflecting the third Council of Europe content specification, a level described as ‘*Limited Operational Proficiency*’ by Wilkins, and ‘*adequate response to situations normally encountered*’ by Trim.
- **Effective Operational Proficiency** which was called ‘*Effective Proficiency*’ by Trim, ‘*Adequate Operational Proficiency*’ by Wilkins, and represents an advanced level of competence

suitable for more complex work and study tasks.

• **Mastery** (Trim: ‘*comprehensive mastery*’; Wilkins: ‘*Comprehensive Operational Proficiency*’), corresponds to the top examination objective in the scheme adopted by ALTE (Association of Language Testers in Europe). It could be extended to include the more developed intercultural competence above that level which is achieved by many language professionals.

When one looks at these six levels, however, one sees that they are respectively higher and lower interpretations of the classic division into basic, intermediate and advanced. Also, some of the names given to Council of Europe specifications for levels have proved resistant to translation (e.g. *Waystage*, *Vantage*). The scheme therefore proposed adopts a ‘hypertext’ branching principle, starting from an initial division into three broad levels – A, B and C:

#### • **Presentation of Common Reference Levels**

The establishment of a set of common reference points in no way limits how different sectors in different pedagogic cultures may choose to organise or describe their system of levels and modules. It is also to be expected that the precise formulation of the set of common reference points, the wording of the descriptors, will develop over time as the experience of member states and of institutions with related expertise is incorporated into the description.

It is also desirable that the common reference points are presented in different ways for different purposes. For some purposes it will be appropriate to summarise the set of proposed Common Reference Levels in single holistic paragraphs, as shown in Table 1.

Such a simple ‘global’ representation will make it easier to communicate the system to non-specialist users and will also provide teachers and curriculum planners with orientation points:

In order to orient learners, teachers and other users within the educational system for some practical purpose, however, a more detailed overview is likely to be necessary. Such an overview can be presented in the form of a grid showing major categories of language use at each of the six levels. The example in Table 2 (on the next two pages) is a draft for a self-assessment orientation tool based on the six levels. It is intended to help learners to profile their main language skills, and decide at which level they might look at a checklist of more detailed descriptors in order to self-assess their level of proficiency.

For other purposes, it may be desirable to focus on a particular spectrum of levels, and a particular set of categories. By restricting the range of levels and categories covered to those relevant to a particular purpose, it will be possible to add more detail: finer levels and categories. Such detail would enable a set of modules to be ‘mapped’ relative to one another – and also to be situated in relation to the Common Framework.

Alternatively, rather than profiling categories of communicative activities, one may wish to assess a performance on the basis of the aspects of communicative language competence one can deduce from it. The chart in Table 3 was designed to assess spoken performances. It focuses on different qualitative aspects of language use.

## 8-мавзу Тест турлари

### **Lead-in questions:**

*How many types of tests do we know?*

*What is the role of tests in assessing students?*

*What are the additional ways of labeling tests?*

### **Types of Tests**

The most common use of language tests is to identify strengths and weaknesses in students' abilities. For example, through testing we might discover that a student has excellent oral language abilities but a relatively low level of reading comprehension. Information gleaned from tests also assists us in deciding who should be allowed to participate in a particular course or program area. Another common use of tests is to provide information about the effectiveness of programs of instruction.

### **Placement Tests**

Placement tests assess students' level of language ability so they can be placed in an appropriate course or class. This type of test indicates the level at which a student will learn most effectively. The primary aim is to create groups of learners that are homogeneous in level. In designing a placement test, the test developer may base the test content either on a theory of general language proficiency or on learning objectives of the curriculum. Institutions may choose to use a well-established proficiency test such as the TOEFL®, IELTS™, or MELAB exam and link it to curricular benchmarks. Alternatively, some placement tests are based on aspects of the syllabus taught at the institution concerned (Alderson, Clapham, & Wall, 1995). At some institutions, students are placed according to their overall rank in the test results combined from all skills. At other schools and colleges, students are placed according to their level in each skill area. Additionally, placement test scores are used to determine if a student needs further instruction in the language or could matriculate directly into an academic program without taking preparatory language courses.

### **Aptitude Tests**

An aptitude test measures capacity or general ability to learn a foreign or second language. Although not commonly used these days, two examples deserve mention: the Modern Language Aptitude Test (MLAT) developed by Carroll and Sapon in 1958 and the Pimsleur Language Aptitude Battery (PLAB) developed by Pimsleur in 1966 (Brown, H.D., 2004). These are used primarily in deciding to sponsor a person for special training based on language aptitude.

### **Diagnostic Tests**

Diagnostic tests identify language areas in which a student needs further help. Harris and McCann (1994) point out that where "other types of tests are based on success, diagnostic tests are based on failure" (p. 29). The information gained from diagnostic tests is crucial for further course activities and providing students with remediation. Because diagnostic tests are difficult to write, placement tests often serve a dual function of both placement and diagnosis (Harris & McCann, 1994; Davies et al., 1999).

### **Progress Tests**

Progress tests measure the progress that students are making toward defined course or program goals. They are administered at various stages throughout a language course to determine what students have learned, usually after certain segments of instruction have been completed.

Progress tests are generally teacher produced and narrower in focus than achievement tests because they cover less material and assess fewer objectives.

### **Achievement Tests**

Achievement tests are similar to progress tests in that they determine what a student has learned with regard to stated course outcomes. They are usually administered at mid- and end-point of the semester or academic year. The content of achievement tests is generally based on the specific course content or on the course objectives. Achievement tests are often cumulative, covering material drawn from an entire course or semester.

### **Proficiency Tests**

Proficiency tests, on the other hand, are not based on a particular curriculum or language program. They assess the overall language ability of students at varying levels. They may also tell us how capable a person is in a particular language skill area (e.g., reading). In other words, proficiency tests describe what students are capable of doing in a language. Proficiency tests are typically developed by external bodies such as examination boards like Educational Testing Services (ETS), the College Board, or Cambridge ESOL. Some proficiency tests have been standardized for international use, such as the TOEFL®, which measures the English language proficiency of foreign college students who wish to study in North American universities or the IELTS™, which is intended for those who wish to study in the United Kingdom or Australia (Davies et al., 1999). Increasingly, North American universities are accepting IELTS™ as a measure of English language proficiency.

## **9-мавзу Баҳолаш тамоиллари (Validity, Reliability, Achieving beneficial backwash)**

### **Lead in questions:**

1. *Have you ever taken a test?*
2. *Were you satisfied with the results of the test?*
3. *Do you think the test was reliable?*

**Key words:** CEFR, Descriptive Scheme, Coherence, Levels.

The Cornerstones of Testing • Language testing at any level is a highly complex undertaking that must be based on theory as well as practice. Although this book focuses on practical aspects of classroom testing, an understanding of the basic principles of larger-scale testing is essential. The nine guiding principles that govern good test design, development, and analysis are usefulness, validity, reliability, practicality, washback, authenticity, transparency, and security. Repeated references to these cornerstones of language testing will be made throughout this book.

### **Usefulness**

For Bachman and Palmer (1996), the most important consideration in designing and developing a language test is the use for which it is intended: "Test usefulness provides a kind of metric by which we can evaluate not only the tests that we develop and use, but also all aspects of test development and use" (p. 17). Thus, usefulness is the most important quality or cornerstone of testing. Bachman and Palmer's model of test usefulness requires that any language test must be developed with a specific purpose, a particular group of test-takers, and a specific language use in mind.

### **Validity**

The term validity refers to the extent to which a test measures what it purports to measure. In other words, test what you teach and how you teach it! Types of validity include content,

construct, and face validity. For classroom teachers, content validity means that the test assesses the course content and outcomes using formats familiar to the students. Construct validity refers to the "fit" between the underlying theories and methodology of language learning and the type of assessment. For example, a communicative language learning approach must be matched by communicative language testing. Face validity means that the test looks as though it measures what it is supposed to measure. This is an important factor for both students and administrators. Moreover, a professional-looking exam has more credibility with students and administrators than a sloppy one. It is important to be clear about what we want to assess and then be certain that we are assessing that material and not something else. Making sure that clear assessment objectives are met is of primary importance in achieving test validity. The best way to ensure validity is to produce tests to specifications. See Chapter 1 regarding the use of specifications.

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### **Reliability**

Reliability refers to the consistency of test scores, which simply means that a test would offer similar results if it were given at another time. For example, if the same test were to be administered to the same group of students at two different times in two different settings, it should not make any difference to the test-taker whether he or she takes the test on one occasion and in one setting or the other." Similarly, if we develop two forms of a test that are intended to be used interchangeably, it should not make any difference to the test-taker which form or version of the test he or she takes. The student should obtain approximately the same score on either form or version of the test. Versions of exams that are not equivalent can be a threat to reliability, the use of specifications is strongly recommended; developing all versions of a test according to specifications can ensure equivalency across the versions. Three important factors affect test reliability. Test factors such as the formats and content of the questions and the time given for students to take the exam must be consistent. For example, testing research shows that longer exams produce more reliable results than brief quizzes (Bachman, 1990, p. 220). In general, the more items on a test, the more reliable it is considered to be because teachers have more samples of students' language ability. Administrative factors are also important for reliability. These include the classroom setting (lighting, seating arrangements, acoustics, lack of intrusive noise, etc.) and how the teacher manages the administration of the exam. Affective factors in the response of individual students can also affect reliability, as can fatigue, personality type, and learning style. Test anxiety can be allayed by coaching students in good test-taking strategies. A fundamental concern in the development and use of language tests is to identify potential sources of error in a given measure of language ability and to minimize the effect of these factors on test reliability. Henning (1987) describes these threats to test reliability.

• **Fluctuations in the Learner.** A variety of changes may take place within the learner that may change a learner's true score from test to test. Examples of this type of change might be additional learning or forgetting. Influences such as fatigue, sickness, emotional problems, and practice effect may cause the learner's score to deviate from the score that reflects his or her actual ability. Practice effect means that a student's score could improve because he or she has taken the test so many times that the content is familiar.

' • **Fluctuations in Scoring.** Subjectivity in scoring or mechanical errors in the scoring process may introduce error into scores and affect the reliability of the test's results. These kinds of errors usually occur within (intra-rater) or between (inter-rater) the raters themselves. • **Fluctuations in Test Administration.** Inconsistent administrative procedures and testing conditions will reduce test reliability. This problem is most common in institutions where different groups of students are tested in different locations on different days.

Reliability is an essential quality of test scores because unless test scores are relatively consistent, they cannot provide us with information about the abilities we want to measure. A common theme in the assessment literature is the idea that reliability and validity are closely interlocked. While reliability focuses on the empirical aspects of the measurement process,

validity focuses on the theoretical aspects and interweaves these concepts with the empirical ones (Davies et al., 1999, p. 169). For this reason it is easier to assess reliability than validity.

### **Practicality**

Another important feature of a good test is practicality. Classroom teachers know all too well the importance of familiar practical issues, but they need to think of how practical matters relate to testing. For example, a good classroom test should be "teacher friendly." A teacher should be able to develop, administer, and mark it within the available time and with available resources. Classroom tests are only valuable to students when they are returned promptly and when the feedback from assessment is understood by the student. In this way, students can benefit from the test-taking process. Practical issues include the cost of test development and maintenance, adequate time (for development and test length), resources (everything from computer access, copying facilities, and AV equipment to storage space), ease of marking, availability of suitable/trained graders, and administrative logistics. For example, teachers know that ideally it would be good to test speaking one-on-one for up to ten minutes per student. However, for a class of 25 students, this could take four hours. In addition, what would the teachers do with the other 24 students during the testing?

### **Wash back**

Washback refers to the effect of testing on teaching and learning. Washback is generally said to be positive or negative. Unfortunately, students and teachers tend to think of the negative effects of testing such as "test-driven" curricula and only studying and learning "what they need to know for the test." In contrast, positive washback, or what we prefer to call guided washback, benefits teachers, students, and administrators because it assumes that testing and curriculum design are both based on clear course outcomes that are known to both students and teachers/testers. If students perceive that tests are markers of their progress toward achieving these outcomes, they have a sense of accomplishment.

### **Authenticity**

Language learners are motivated to perform when they are faced with tasks that reflect real-world situations and contexts. Good testing or assessment strives to use formats and tasks that mirror the types of situations in which students would authentically use the target language. Whenever possible, teachers should attempt to use authentic materials in testing language skills. For K-12 teachers of content courses, the use of authentic materials at the appropriate language level provides additional exposure to concepts and vocabulary as students will encounter them in real-life situations.

### **Transparency**

Transparency refers to the availability of clear, accurate information to students about testing. Such information should include outcomes to be evaluated, formats used, weighting of items and sections, time allowed to complete the test, and grading criteria. Transparency dispels the myths and mysteries surrounding testing and the sometimes seemingly adversarial relationship between learning and assessment. Transparency makes students part of the testing process.

### **Security**

Most teachers feel that security is an issue only in large-scale, high-stakes testing. However, security is part of both reliability and validity for all tests. If a teacher invests time and energy in developing good tests that accurately reflect the course outcomes, then it is desirable to be able to recycle the test materials. Recycling is especially important if analyses show that the items, distractors, and test sections are valid and discriminating. In some parts of the world, cultural attitudes toward "collaborative test-taking" are a threat to test security and thus to reliability and validity. As a result, there is a trade-off between letting tests into the public domain and giving students adequate information about tests.

## 10- мавзу. Тест тузиш техникалари

### Lead-in questions:

1. *What are the common test techniques that you usually design to your students?*
2. *What are the common mistakes that teachers do?*
3. *How do you evaluate your students?*

### Part A: Find and fix test errors

There are several pitfalls that can affect the quality of test design. Identify the errors in the following items from this list of possibilities, then fix the errors.

- All of the above or none of the above is used as a distractor.
- Capitalization or articles are inappropriate clues to the correct answer.
- The blanks in a fill-in or cloze are not all the same length – longer answers have longer blanks.
- The correct answer is either much longer or much shorter than the distractors.
- The distractors are weak, so the correct answer is obvious.
- The first sentence in a cloze has a blank.
- The instructions do not match the task.
- The letter of the correct answer is not randomly distributed in the different questions (e.g., too many answers are C and not enough are A).
- There are the same number of options as there are blanks in a matching question.
- There are too few or too many distractors in a multiple-choice task.
- There is more than one correct answer.
- There is no clearly correct answer.

Instructions: Choose the best answer to fill in the blank.

1. The Fender's blue butterfly \_\_\_\_\_ in undisturbed wetlands regions of North America.  
(A) can only finding  
(B) is found only  
(C) finds only  
(D) can only be found

What is the error?

How will you fix it?

Instructions: Choose the best answer to fill in the blank.

2. \_\_\_\_\_ people to eat more quickly, the color orange is the background color of choice in fast food restaurants.  
(A) Many people think that it is thought to cause  
(B) As a result of many scientific studies thinking about causing  
(C) Thought to cause  
(D) Although most may disagree, to think about causing

What is the error?

How will you fix it?

Instructions: Fill in the blank with the correct adverb of time (first, second, third, next, before, later, after that, finally).

- \_\_\_\_\_, heat some milk. Make sure you use fresh milk. You will \_\_\_\_\_ put two  
(3) (4)  
tablespoons of chocolate in each cup. Slowly pour a little bit of the milk into the cup. Stir

thoroughly. \_\_\_\_\_, pour the rest of the milk into the cup and stir. Make sure the  
(5)  
chocolate cools a little bit \_\_\_\_\_ you drink it. \_\_\_\_\_, enjoy your hot chocolate!  
(6) (7)

Where are the errors (what numbers)?

How will you fix them?

Instructions: Read the passage below and answer the questions that follow.

A new hearing device is now available for some hearing-impaired people. This device uses a magnet to hold the detachable sound-processing portion in place. Like other aids, it converts sound into vibrations. But it is unique in that it can transmit the vibrations directly to the magnet, and then to the inner ear. This produces a clearer sound. The new device will not help all hearing-impaired people, only those with a hearing loss caused by infection or some other problem in the middle ear. It will probably help no more than 20 percent of all people with hearing problems. Those people, however, who have persistent ear infections should find relief and restored hearing with the new device. [*Passage found on several Internet sites*]

8. What is the main purpose of the passage?

- (A) To describe a recent cure for ear infections.
- (B) To tell the reader about of a new device.
- (C) To explain how a magnet is used.

What is the error?

How will you fix it?

9. How many people will be helped by this new device?

- (A) More than 20 people
- (B) More than 10% of Americans with hearing problems
- (C) More than 15% of people with hearing problems
- (D) Less than 30% of people with hearing problems
- (E) All of the above
- (F) None of the above

What is the error?

How will you fix it?

### **Part B: Levels of thinking – Bloom’s Taxonomy**

We want to create tests that are intellectually challenging as well as well designed. Verifying the levels of thinking in each item [or a sampling of items] can ensure that higher order thinking is included in the exam.

Look at the following test items. Identify the level of Bloom’s Taxonomy that each one presents. Questions 10 through 14 are based on the following passage:



- (1) People have been playing with marbles for thousands of years. The first marbles were probably either river stones that happened to be naturally round enough to roll or, more likely, rounded globs of clay that were baked for hardness. Such very old clay marbles have been found in both Greek and Roman ruins, and quartzite spheres have been dated at around (5) 6000 B.C.

Harder and more durable marbles tend to inspire different kinds of games than soft clay marbles, which crack very easily. So with the advent of hand-rounded and polished marbles made of agate or some other rugged, igneous rock, the "golden age" of marbles and marble play flowered.

- (10) Stone marbles began to appear in the early 1800s in what is now the southern part of East Germany. Shortly after, handmade glass marbles appeared in the same part of Europe. For the next 120 years, marbles and marble playing--there were literally hundreds of games--flourished in both Europe and America.

- (15) Marble players developed their own vocabulary for different sizes and materials of marbles, as well as for the many kinds of games to be played, and the way marbles were used in the games. For example, if you were going to play a game of Ring-Taw, one of the most popular and enduring marble games, you would *lag* for the first shot, then *knuckle down* from the *baulk*, trying your best to get a *mib* or two with your opponent's *immie*.\*

10. The reader can understand from the passage that playing with marbles
- (A) has been going on since ancient times.
  - (B) is a relatively recent phenomenon.
  - (C) is losing popularity.
  - (D) is a very expensive pastime.

Level of Bloom's Taxonomy:

11. According to the passage, which of the following was one of the first substances used for marbles?
- (A) Agate
  - (B) Polished rock
  - (C) Glass
  - (D) Clay

Level of Bloom's Taxonomy:

12. It can be inferred from the passage that the use of marbles became very popular in Europe and America
- (A) in the 18th century.
  - (B) in 6000 B.C.
  - (C) in the 1970s.
  - (D) in the 20th century.

Level of Bloom's Taxonomy:

13. Which of the following is NOT true of marble playing?
- (A) It is a new game.
  - (B) There are many variations in games.
  - (C) It can be played according to different sets of rules.
  - (D) There are different kinds of marbles.

Level of Bloom's Taxonomy:

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14. We can conclude from lines 17-18 of the passage that the terminology of marble playing is
- (A) specialized.
  - (B) easy to understand.
  - (C) used only by children.
  - (D) derived from the Greek language.

Level of Bloom's Taxonomy:

**11-мавзу Баҳолашнинг ноанъанавий турлари (Performance-based, portfolio, journal, self- and peer assessment, c-tests, computer graded)**

**Lead-in questions:**

1. *What is the difference between alternative and traditional assessment?*
2. *What are the types of alternative assessment?*
3. *How do we assess alternative assessment?*

**Traditional versus Alternative Assessment**

One useful way of understanding alternative assessment is to contrast it with traditional testing. Alternative assessment asks students to show what they can do; students are evaluated on what they integrate and produce rather than on what they are able to recall and reproduce (Huerta-Macias, 1995). Competency-based assessment demonstrates what students can actually do with English. Alternative assessment differs from traditional testing in that it:

- does not intrude on regular classroom activities
- reflects the curriculum actually being implemented in the classroom
- provides information on the strengths and weaknesses of each individual student
- provides multiple indices that can be used to gauge student progress
- is more multiculturally sensitive and free of the linguistic and cultural biases found in traditional testing (Huerta-Macias, 1995).

**Types of Alternative Assessment**

Several types of alternative assessment can be used with great success in today's language classrooms:

- Self-assessment
- Portfolio assessment
- Student-designed tests
- Learner-centered assessment
- Projects
- Presentations

Specific types of alternative assessment will be discussed in the skills chapters. This chart summarizes common types of language assessment.

Because language performance depends heavily on the purpose for language use and the context in which it is used, it makes sense to provide students with assessment opportunities that reflect these practices. Our assessment practices must reflect the importance of using language both in and out of the language classroom. It is also important to note that most testers today recommend that teachers use multiple measures assessment. Multiple measures assessment comes from the belief that no single measure of language assessment is enough to tell us all we need to know about our students' language abilities. That is, we must employ a mixture of all the assessment types previously mentioned to obtain an accurate reading of our students' progress and level of language proficiency.

## 12-мавзу. Баҳолаш меъзонлари (types of rubrics )

### Lead-in question:

1. *What is the difference between rubric and checklist?*
2. *What is the role of rubrics in assessment?*
3. *How many types of rubrics do you know?*

### Checklists

Checklists are often used for observing performance in order to keep track of a student's progress or work over time. They can also be used to determine whether students have met established criteria on a task. To construct a checklist, identify the different parts of a specific communication task and any other requirements associated with it. Create a list of these with columns for marking yes and no.

For example, using a resource list provided by the instructor, students contact and interview a native speaker of the language they are studying, then report back to the class. In the report, they are to

- Briefly describe the interviewee (gender, place of birth, occupation, family)
- Explain when and why the interviewee came to the United States
- Describe a challenge the person has faced as an immigrant
- Describe how the person maintains a connection with his/her heritage

Students are told that they will need to speak for a minimum of three minutes and that they may refer only to minimal notes while presenting. A checklist for assessing students' completion of the task is shown in the popup window.

Checklists can be useful for classroom assessment because they are easy to construct and use, and they align closely with tasks. At the same time, they are limited in that they do not provide an assessment of the relative quality of a student's performance on a particular task.

### Rubrics

Whereas a checklist simply provides an indication of whether a specific criterion, characteristic, or behavior is present, a rubric provides a measure of quality of performance on the basis of established criteria. Rubrics are often used with benchmarks or samples that serve as standards against which student performance is judged. Rubrics are primarily used for language tasks that involve some kind of oral or written production on the part of the student. It is possible to create a generic rubric that can be used with multiple speaking or writing tasks, but assessment is more accurate when the instructor uses rubrics that are fitted to the task and the goals of instruction.

There are four main types of rubrics.

## **1. Holistic rubrics**

Holistic scales or rubrics respond to language performance as a whole. Each score on a holistic scale represents an overall impression; one integrated score is assigned to a performance. The emphasis in holistic scoring is on what a student does well. Holistic rubrics commonly have four or six points. The popup window shows a sample fourpoint holistic scale created for the purposes of assessing writing performance. A well-known example of a holistic scale is the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines (1986). However, the ACTFL guidelines are not appropriate for classroom use, because they are intended for large-scale assessment of overall proficiency and are not designed necessarily to align with curricular objectives or classroom instruction. Holistic scoring is primarily used for large-scale assessment when a relatively quick yet consistent approach to scoring is necessary. It is less useful for classroom purposes because it provides little information to students about their performance.

## **2. Analytic rubrics**

Analytic scales are divided into separate categories representing different aspects or dimensions of performance. For example, dimensions for writing performance might include content, organization, vocabulary, grammar, and mechanics. Each dimension is scored separately, then dimension scores are added to determine an overall score.

Analytic rubrics have two advantages:

- The instructor can give different weights to different dimensions. This allows the
- instructor to give more credit for dimensions that are more important to the overall
- success of the communication task. For example, in a writing rubric, the dimension of content might have a total point range of 30, whereas the range for mechanics might be only 10.
- They provide more information to students about the strengths and weaknesses of various aspects of their language performance. However, analytic scoring has also been criticized because the parts do not necessarily add up to the whole. Providing separate scores for different dimensions of a student's writing or speaking performance does not give the teacher or the student a good assessment of the whole of a performance.

## **3. Primary trait rubrics**

In primary trait scoring, the instructor predetermines the main criterion or primary trait for successful performance of a task. This approach thus involves narrowing the criteria for judging performance to one main dimension. For example, consider a task that requires that a student write a persuasive letter to an editor of the school newspaper. A possible primary trait rubric for this task is shown in the popup window. This kind of rubric has the advantage of

allowing teachers and students to focus on one aspect or dimension of language performance. It is also a relatively quick and easy way to score writing or speaking performance, especially when a teacher wants to emphasize one specific aspect of that performance.

#### **4. Multi-trait rubrics**

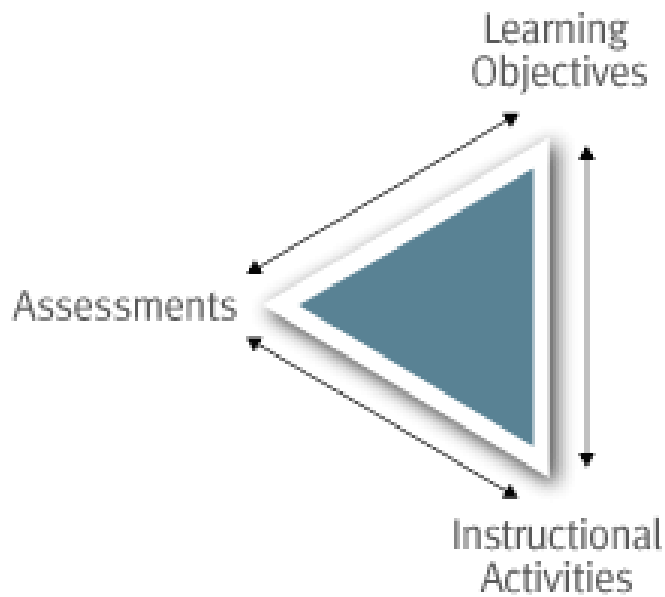
The multi-trait approach is similar to the primary trait approach but allows for rating performance on three or four dimensions rather than just one. Multi-trait rubrics resemble analytic rubrics in that several aspects are scored individually. However, where an analytic scale includes traditional dimensions such as content, organization, and grammar, a multi-trait rubric involves dimensions that are more closely aligned with features of the task. For example, on an information-gap speaking task where students are asked to describe a picture in enough detail for a listener to choose it from a set of similar pictures, a multi-trait rubric would include dimensions such as quality of description, fluency, and language control, as the example in the popup window shows. Incorporating alternative assessment into classroom activities. Instructors should plan to introduce alternative forms of assessment gradually, in conjunction with traditional forms of testing. Using a combination of alternative assessments and more traditional measures allows the instructor to compare results and obtain a more comprehensive picture of students' language performance than either alternative or traditional measures alone would provide. At first, the instructor should use checklists and rubrics to evaluate student performance but not ask students to do self and peer evaluation. When creating checklists and rubrics, instructors can ask students to provide input on the criteria that should be included in each. This approach gives the instructor time to become more comfortable with the use of alternative assessments, while modeling their use for students. The process helps students understand how they will benefit from alternative assessment and how they can use it effectively. Because alternative assessment depends on direct observation, instructors can most easily begin to use it when evaluating students' writing assignments and individual speaking tasks such as presentations. Once an instructor has reached a level of comfort with checklists and rubrics, they can also be used when observing students interacting in small groups. When doing this, however, the instructor needs to be aware that group dynamics will have an effect on the performance of each individual.

Once students are familiar with the use of checklists and rubrics for evaluation, they can gradually begin to assess their own learning and provide feedback to their peers. This aspect of alternative assessment can easily be included in the evaluation segment of a lesson (see [Planning a Lesson](#)). In classrooms where traditional forms of assessment are required, this gives the instructor multiple ways of measuring progress without increasing the time students spend taking traditional tests.

## LESSON PLAN

TIME	ACTIVITY	EXAMPLES
10 min.	<p><b>Warm-up Brainstorming</b></p> <p>Make the students to brainstorm the importance of course objective and write metaphors to describe them. After they brainstorm in pairs or small groups, have a large group discussion to share their ideas.</p>	<p>What do you already know about clear objective?</p> <p>In small groups, write a definition of GOOD objective.</p>
15- min.	<p><b>Presentation about aligning objectives with assessment</b></p> <p>Here teacher gives a definition or explanation of the topic. No need to discuss the theory or history behind the topic. It's more important to spend time on practical applications –this will be more useful to the audience.</p>	<p>Show concrete examples of good course objectives that is aligned with tasks and assessment so your audience really understands your topic.</p>
(20-30 min. group preparation time)	<p><b>Pair or Small Group Work</b></p> <p>Now make your audience work in small groups. Divide them into small groups or pairs and have them do one (or more) activities (see examples on the right).</p> <p>(One activity is sufficient, but if you want your audience more practice, you can do more activities.)</p>	<p>Give each group examples of objectives and ask them to fill the necessary missing parts and <b>compare/contrast the examples</b></p> <p>Hand out 1. Then, hold a large group discussion to summarize the similarities and differences.</p> <p>Ask each group to <b>design their own example good objective</b>. Then have each group present their creation to the class.</p> <p>Ask each group to <b>design a lesson that uses successful objective</b>_. Then have each group explain their ideas to the class. Ask the audience to give feedback and discuss each presentation.</p>
15 min. per discussion topic	<p><b>Discussion</b></p> <p>Divide the audience into pairs or small groups and give them discussion prompts (5 minutes to discuss each prompt). Then reunite as a large group to share ideas (10 minutes per prompt). This is also a good time for the group to reflect on what they just learned in the workshop.</p>	<p>Ask students to adapt course objectives to different levels of students?</p> <p>What are the advantages and disadvantages of using objectives in an English class?</p> <p>Take a role of a teacher. How can you adapt objectives for use with your own students?</p>
5-10 min.	<p><b>Wrap-Up</b></p> <p>Allow time for audience questions and comments. You might give your audience a handout with resources where they can get more information (recommended websites, articles, books, etc).</p>	

**Attached materials to the lesson:**



Why should assessments, learning objectives, and instructional strategies be aligned?

I would like to share some ideas on the topic of “using the ABCD format for writing course objectives”. As we all, teachers know objectives should be clear which helps teachers to design their lessons in such way that will be easy for students to comprehend and teachers to evaluate. It is very important to state your course objectives clear because that defines what our students will do during the course, and that shows clear connection between what are the expectations, teaching and assessing. If to connect with own experience, I found this method very useful. I knew that while designing the course objective we need to concentrate on these features but to tell the truth I’ve never thought so deeply and specifically on each of them. Now when I reflect those objectives I did, I found that they need some clarifications. If we establish all the behaviors, conditions and degrees of mastery for each objective, we can use them to identify and which type of assessment can be used in course. They can be tests or alternative ways of assessment like project works, portfolio or written tests. Also that will help to determine the arrangement of the group and classroom language. In addition the last but not the least advantage that I discover to myself is the usage of key verbs to express the behavior that we would like our students to produce. Now I know that we should be very concrete and thanks to this information I think I will not have problems in designing them further.

As I’ve already mentioned above, good developed objective will help to determine which type of assessment can be used in the course. Assessment should provide us with the evidence of how well our students learned that we intend them to learn and does it aligned with the objective of the course or not. If yes we can strongly believe that our aim is gained and that is likely that our

students are learning which the main and important issue is. I do agree with the statement that “when assessment and objectives are aligned, good grades are more likely to transfer into good learning”. Isn’t it the main issue? Theoretically I knew about each of these issues and methods separately, I knew that they should be developed very carefully, however, after reading this information now I really discover that I was not so successful in aligning , and applying them in my teaching. These readings provide really good base with all the specific information on writing effective objectives. According to the experts:

**Jones, 1997** – "Clear objectives can help the instructor design lessons that will be easier for the student to comprehend and the teacher to evaluate".

**Lohr, no date** – "A properly written objective tells you what specific knowledge, skill, or attitude is desired and what method of instruction and criteria for learner achievement are required."

Writing clear course objectives is important because:

- Objectives define what you will have the students do.
- Objectives provide a link between expectations, teaching and grading.

So here question arises; what we need to think about while writing successful objective? The best way to do that is to use ABCD method of writing objective.

The A.B.C.D. method of writing objective.

The ABCD method of writing objectives is an excellent starting point for writing objectives (Heinich, et al., 1996). In this system, "A" is for audience, "B" is for behavior, "C" for conditions and "D" for degree of mastery needed.

1. **Audience (A)** – Who? Who are your learners?
2. **Behavior (B)** – What? What do you expect them to be able to do? This should be an overt, observable behavior, even if the actual behavior is covert or mental in nature. If you can't see it, hear it, touch it, taste it, or smell it, you can't be sure your audience really learned it.
3. **Condition (C)** – How? Under what circumstances or context will the learning occur? What will the student be given or already be expected to know to accomplish the learning?
4. **Degree (D)** – How much? How much will be accomplished, how well will the behavior need to be performed, and to what level? Do you want total mastery (100%), do you want



them to respond correctly 80% of the time, etc. A common (and totally non-scientific) setting is 80% of the time.

#### Examples of Well-Written Objectives

Below are some example objectives which include Audience (**A**), Behavior (**B**), Condition (**C**), and Degree of Mastery (**D**). Note that many objectives actually put the condition first.

**Cognitive (comprehension level)** - "C: Given examples and non-examples of constructivist activities in a college classroom, A: the student B: will be able to accurately identify the constructivist examples and explain why each example is or isn't a constructivist activity D: in 20 words or less."

**Cognitive (application level)** - "C: Given a sentence written in the past or present tense, A: the student B: will be able to re-write the sentence in future tense D: with no errors in tense or tense contradiction (i.e., I will see her yesterday.)."

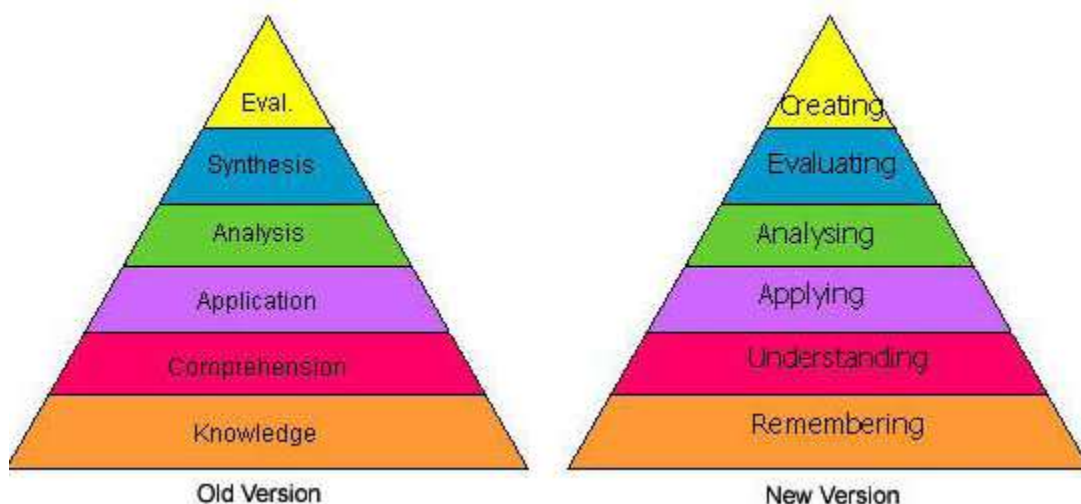
**Cognitive (problem solving/synthesis level)** - "C: Given two cartoon characters of the student's choice, A: the student B: will be able to list five major personality traits of each of the two characters, combine these traits (either by melding traits together, multiplying together complimentary traits, or negating opposing traits) into a composite character, and develop a short (no more than 20 frames) storyboard for a cartoon D: that illustrates three to five of the major personality traits of the composite character."

**Psychomotor** - "C: Given a standard balance beam raised to a standard height, A: the student C: (attired in standard balance beam usage attire) B: will be able to walk the entire length of the balance beam (from one end to the other) D: steadily, without falling off, and within a six second time span."

**Affective** - "C: Given the opportunity to work in a team with several people of different races, A: the student B: will demonstrate an positive increase in attitude towards non-discrimination of race, D: as measured by a checklist utilized/completed by non-team members."

When reviewing example objectives above we may notice that , it is important to choose the correct key verbs to express the desired behavior we want students to produce. Here we can reflect to Bloom's Taxonomy. He suggested the levels of thinking in form of pyramid, and active verbs that can best describe desired behavior we want students to produce.

<sup>1</sup>Benjamin Bloom's taxonomy of learning—first published in 1956 and today the widely-cited foundation for defining what our students learn at the assignment, course, program, and degree levels—is a hierarchical classification of types of learning. Presented as a pyramid, it implies that student abilities increase in complexity and maturity the higher up on the spectrum they go. In the original version, Bloom identified **Knowledge** as the basic ability to recall facts, **Comprehension** as the ability to understand relationships among facts, and **Application** as the ability to use factual information in varied contexts. These three constitute the "lower levels" of learning or skill. The higher levels, requiring more complex thinking processes, include **Analysis**, or the ability to determine how parts relate to one another and to an overall purpose; **Synthesis**, or the ability to combine varied information into a new, coherent whole; and **Evaluation**, or the ability to make and defend judgments. More recently, revisions have been suggested to the original taxonomy, as illustrated with the "new version" below. Although smaller changes to wording and at the lower levels are mainly for clarification, substantive changes are applied to the pyramid's top. Evaluating is now the second-most complex activity, and **Creating is at the top**. This recognizes the inherent complexity in forming something novel. Before we can **understand** a concept we have to **remember** it Before we can **apply** the concept we must **understand** it Before we **analyze** it we must be able to **apply** it Before we can **evaluate** its impact we must have **analyzed** it Before we can **create** we must have **remembered, understood, applied, analysed, and evaluated**.




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<sup>1</sup> Churches, Andrew. (2009) Bloom's taxonomy: introduction, Educational orgami. Retrieved 4 November 2009, from <http://edorigami.wikispaces.com/Bloom%27s+-+Introduction>

Once we establish all the behaviors, conditions and degrees of mastery for each objective, we can use them to determine what types of assignments, tests or alternative assessment (e.g. a portfolio) we should use in the course.

Here is the table of active verbs which describes each level by Bloom.

### Hand out 1

#### Writing Objectives: The Good, the Bad, and the Ugly

Name: \_\_\_\_\_

Read each context and learning objective. Then, put a check in the box that best describes each learning objective: Good, Bad or Ugly. Remember to consider Audience, Behavior, Condition, and Degree.

Next, fix the objective, as necessary. Make sure that behaviors are measurable and observable. Behaviors must contain strong, active verbs.

Objective	Good (has all ABCD components; uses active verbs)	Bad (is missing 1 component; few active verbs)	Ugly (is missing 2 or more components; no active verbs)
1. Before exiting this level, students will be able to give directions to and from specified locations on a map with a score of 32 points or higher on the task rubric.			
Revised objective, as necessary:			
2. After giving students 10 vocabulary words, the teacher will quiz the students to check that they can spell all the words correctly and understand the definitions.			
Revised objective, as necessary:			
3. To pass this course, you must be able to know how to correctly use the grammar tenses covered in class with an average of 73%, or higher, on all tests.			
Revised objective, as necessary:			
4. Upon successful completion of the required coursework, the student will be able to spell 500 of the most commonly used words in English.			
Revised objective, as necessary:			
5. Will complete an activity that will make learning the parts of speech more concrete within the context of long-			

term memory goals.			
Revised objective, as necessary:			
6. Students will accurately use discourse markers such as <i>first, then, next, after that</i> , etc., when describing to their classmates the steps they used in their experiments so that others can repeat their process with 100% accuracy.			
Revised objective, as necessary:			
7. Demonstrate understanding of more advanced discourse such as comparison-contrast and cause-effect.			
Revised objective, as necessary:			
8. Upon successful completion of the required coursework, the students should be able to make a presentation.			
Revised objective, as necessary:			

**НАЗОРАТ САВОЛЛАРИ**  
**ТИЛ ЎРГАНУВЧИНИНГ БИЛИМИНИ CEFRГА**  
**АСОСЛАНИБ БАҲОЛАШ**

1. CEFRнинг тўлиқ номи?
2. CEFR бу нима?
3. “Билимни баҳолашнинг Умумевропа тизими тил таълимида: Ўрганиш, ўқитиш ва баҳолаш” нимага керак?
4. “Билимни баҳолашнинг Умумевропа тизими тил таълимида: Ўрганиш, ўқитиш ва баҳолаш” нинг васифаси нимадан иборат?
5. “Билимни баҳолашнинг Умумевропа тизими тил таълимида: Ўрганиш, ўқитиш ва баҳолаш” нинг мезонлари нимадан иборат?
6. “Билимни баҳолашнинг Умумевропа тизими тил таълимида: Ўрганиш, ўқитиш ва баҳолаш” нинг мақсади нимадан иборат?
7. Тилни билиш даражаси тизими нима?
8. CEFRнинг C1 ва C2 даражалари қандай номланади?
9. CEFRнинг B1 ва B2 даражалари қандай номланади?
10. CEFRнинг A1 ва A2 даражалари қандай номланади?
11. CEFR мезонлари нима?
12. Кўп тиллилик нимага керак?

**Фойдаланилган адабиётлар рўйхати**

1. CEFR Guidebook at Common European Framework of Reference for Languages [www.coe.int](http://www.coe.int).
2. Manual at Manual for Relating language examinations to the CEFR [www.coe.int/.../Manuel11\\_EN](http://www.coe.int/.../Manuel11_EN)
3. The Association of Language Teachers in Europe (ALTE) has established a six-level framework of language examination standards.
4. Mapping the TOEIC and TOEIC Bridge Test on the Common European Framework of Reference for Languages
5. Mapping TOELF iBT on the Common European Framework of Reference
6. Common European Framework of Reference for Languages
7. University of Cambridge ESOL examinations
8. British Council/EAQUALS Core Inventory (*print pages 6, 19-36*)
9. [http://clients.squareeye.net/uploads/eaquals2011/documents/EAQUALS\\_British\\_Council\\_Cor\\_e\\_Curriculum\\_April2011.pdf](http://clients.squareeye.net/uploads/eaquals2011/documents/EAQUALS_British_Council_Cor_e_Curriculum_April2011.pdf)
10. [http://en.wikipedia.org/wiki/List\\_of\\_language\\_proficiency\\_tests](http://en.wikipedia.org/wiki/List_of_language_proficiency_tests)
11. <http://www.english-at-home.com/grammar/relative-clauses/>
12. <http://www.amlanguage.com/en/courses/english-for-specific-purposes/>
13. <http://specific-english.blogspot.com/2011/07/assessment-in-esp.html>
14. [http://бogglesworldesl.com/cloze\\_activities.htm](http://бogglesworldesl.com/cloze_activities.htm)
15. <http://www.englishprofile.org>
16. [www.examenglish.com](http://www.examenglish.com)

## ГЛОССАРИЙ

**Баҳолаш** – таълим тизимида ўқувчиларнинг билимни ўзлаштириш ахлоқи ёки маълум ютуққа эришиш даражасига қараб қўйиладиган балл

**Билиш** – объектив борликнинг онда акс эттиришнинг олий шакли, ҳуқуқий билимлар ҳосил қилиш жараёни

**Даража** – таърихий ва нисбий тараққиёт, ривожланиш поғонаси.

**Инновация** – янгиланишни, ўзгаришни амалга жорий қилиш, киритиш жараёни ва фаолияти

**Интеграл** – чамбарчас боғлиқ, бутун, ягона, чексиз кичик қисмларнинг йиғиндиси

**Интерфаол машғулот** – таълим берувчи ва таълим олувчи ўзаро фаол иштирок этадиган машғулот

**Малака** – шахснинг маълум касбга яроқлилик, тайёрлик даражаси, шу касбда ишлай олиш учун зарурий билим, кўникмалар йиғиндиси.

**Мезон** – таққослаш ёки баҳолаш учун ўлчов.

**Модул** – педагогик технологияни ташкил қилувчи таркибий бўлақларни ифодаловчи.

**Метод** – грекча сўз бўлиб, йўл, ахлоқ, усул деганидир. Табиат ва ижтимоий ҳаёт ходисаларини билишни тадқиқ қилиш усули.

**Методика** – бирор ишни мақсадга мувофиқ ўтказиш йўллари.

**Олий таълим** – малакали мутахассислар тайёрлашни таъминлайдиган таълим

**CEFR** – Билимни баҳолашнинг Умумевропа тизими

**Стандарт** – стандартлаштирилаётган объектга нисбатан қўлланиладиган меъёрлар, қоидалар, талаблар мажмуини белгиловчи расмий меъерий–техник ҳужжат.

**Сертификатлаш** – сифатни стандартида талаб этилган даражага мос келишини тасдиқлаш.

**Таълим** – таълим олувчига махсус тайёргарликка эга мутахассислар ёрдамида билим бериш ва уларда кўникма ва малакалар шакллантириш жараёни бўлиб, кишининг шахс сифатида ҳаётга ва меҳнатга онгли равишда тайёрлаш воситаси.

**Таълим бериш** – таълим олувчининг интеллектуал салоҳиятини юксалтиришга қаратилган педагогик фаолият бўлиб, инсонни ақлий фаолиятини ривожлантириш жараёнидир.

**Таълим берувчи** – педагоглар, ишлаб чиқариш, таълим усталари.

**Таълим олувчи** – тингловчи, яъни, ўқув муассасаларида машғулотларга қатнашувчилар.

**Таълим методи** – ўқув жараёнининг мажмуавий вазифаларини ечишга йўналтирилган таълим берувчи ва таълим олувчиларнинг биргаликдаги фаолият усули.

**Таълим усули** – белгиланган вазифа бўйича таълим берувчи ва таълим олувчининг бир бири билан боғлиқ фаолиятини тартиблашган усули.