

TYPES OF FORMATIVE AND SUMMATIVE ASSESSMENT

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Annotation

Appraisal is a vital piece of any instructive program, it helps in assessing the ideas advanced by understudies in the study hall. Educators ought to utilize such appraisal strategies and procedures that permit them to assess the subject, yet additionally the meta-subject aftereffects of understudies at different phases of the instructive interaction.

Keywords: formative assessment, summative assessment, meta-subject skills, evaluation.

Introduction

The appraisal ought to be completed both with the end goal of conclusive obsession of understudy accomplishments, and with the end goal of arrangement and advancement of subject and meta-subject abilities and capacities. That is, the instructor, who has consistently stayed the regulator, ought to share the appraisal devices with the understudy, uncover to him the grounds or standards by which the evaluation is done, and offer him the chance to utilize the evaluation results for his potential benefit. Appraisal is a vital piece of any instructive program, it helps in assessing the ideas advanced by understudies in the study hall. Evaluation is a device that educators can't work without, since occasional evaluation of understudies' capacities assists instructors with summing up their educating techniques. In the business world, evaluation is also used to see how well training programs work and how well employees think about them based on their feedback. There are two principal appraisal frameworks, called developmental and last evaluation. There are numerous distinctions between the two appraisal frameworks, which will be talked about in this article. In the first place, we should discuss developmental evaluation. Developmental evaluation is a strategy pointed toward affirming learning objectives or goals, as well as further developing learning guidelines. This is accomplished by locating and fixing issues with the educational process. Developmental appraisal permits the educator to screen the understudy's advancing as he gets criticism that he can use to further develop his instructing techniques. This strategy permits understudies to all the more likely comprehend their assets and shortcomings to chip away at target regions that should be moved along. This strategy is really great for educators, as they can distinguish pain points and help understudies encountering challenges conquer them. Instructors get excellent criticism from understudies utilizing the developmental evaluation philosophy. This permits them to learn material that ought not be instructed or used to assess understudies. Developmental evaluation is a consistent interaction that is frequently alluded to as an inner appraisal

technique. This permits the instructor to assess the worth of the preparation program. What is the last grade? Summative evaluation is a combined appraisal technique, as it is performed toward the finish of a semester or some other scholarly unit to perceive how well the understudy has gotten from the preparation. It is alleged on the grounds that it sums up the understudy's learning toward the finish of the educational plan. The summative appraisal centers around the outcome, so it is known as the outside assessment strategy. It is utilized to check whether understudies have accomplished the goals of the educational program. Instructors get the assistance of a benchmark to evaluate the accomplishments of understudies.

We can discuss the differences between the formative and final assessment as follows:

- formative assessment is qualitative, and the summative one is quantitative;
- formative assessment is a continuous process, while summative assessment is an event that occurs at the end of the training unit;
- summative assessment is formal and takes the form of quizzes and written tests, while the formative assessment is informal, such as homework and projects;
- the purpose of the formative assessment is to improve what has been learned, while the purpose of the summative assessment is to prove the amount of learning that has taken place;
- formative assessment is aimed at determining the individual achievements of each student and does not involve either comparing the results demonstrated by different students or administrative conclusions based on the results of training;
- formative assessment is understood as assessment during training, when the knowledge, skills, values, as well as communicative skills of the student are analyzed, feedback is established about the student's successes and shortcomings. The main purpose of such an assessment is to motivate the student for further education, planning goals and ways to achieve them.

The pedagogical technology of formative assessment assumes a certain algorithm of interaction between teachers and students in the organization of the educational process and consists of nine stages. The purpose of the first stage of the technology is to plan the educational results of students by topic. The specifics of this pedagogical technology presupposes the implementation of this stage at the stage of development of the teacher's work program. The teacher's work program should plan and distribute or group the educational results (subject, meta-subject, personal) of students on educational topics. At the second stage, it is necessary to plan the educational results of students' activities. When formulating educational goals, it is necessary to take into account their properties such as unambiguity, accessibility for students to understand. At the third stage of the technology implementation, it is necessary to formulate the tasks of the lesson as steps of student activity, in other words, to define the tasks of the lesson reflecting the specific actions of students in the lesson. The solution of all the tasks of the lesson should lead to the achievement of the goal.

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