

PSYCHOLOGICAL AND PEDAGOGICAL FEATURES OF CRITERIA-BASED ASSESSMENT IN THE EDUCATIONAL PROCESS

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Throughout all stages of the development of pedagogical science assessment has been and continues to be a necessary part of the educational process. The purpose of the assessment is not only to measure the results, but also to improve them. Today there are a number of unsolved problems in the system of assessment.

According to a number of psychologists and teachers, score does not reflect the entire depth of the process of acquiring knowledge and the individual characteristics of the process of acquisition, it does not always act as a stimulus to cognition, and instead, in some cases it can reduce the cognitive activity of students. Consequently the assessment that does not give a guide in cognition impacts on students negatively.

The degree of achievement of students should be measured and assessed by the readiness and ability of students to acquire independently new knowledge. This means that the educational process should be directed to the formation of readiness and ability for independent activities.

Analysis of the literature has shown that the assessment has certain functions: controlling, educational, tutorial, diagnostic, developing and motivational. [1, 16]. To cover these functions effectively, the assessment must meet several requirements. It must be objective, differentiated and it should allow monitoring progress of the students' learning activities. The objectivity implies independence of assessment from such human factors as mood, personal attitude to the student. The differential is understood as the existence of clear criteria for evaluating work. Therefore, student must understand what content is included in the assessment.

Many authors consider that one of the reasons for the bias of pedagogical assessment is the lack of development of assessment criteria. Therefore, implementation of criteria-based assessment or its elements into the educational process can help in solving this problem.

Criteria-based assessment is a relatively new technology used in the modern educational process. Current trends in the development of the assessment system in general consist of comparing the individual achievements of the student with the certain criteria on the competence approach. Criteria-based assessment is the combination of descriptors, rubrics and criteria. Rubrics show the reason why a student learns, criteria show what he has to learn, and the descriptors show how he can do it. Moreover, rubric shows the student what he will learn as a result of studying this topic and, accordingly to what he should pay particular attention during learning the topic [2, 62]. Many surveys have proven that the criteria-based assessment improves students' learning activities and thus increase their overall learning. During the drafting rubrics it is necessary, first, to formulate the expected learning outcomes, secondly, to determine the rating scale, and, thirdly, to acquaint students carrying out the project with an assessment model. During the compilation of descriptors students develop critical thinking skills, attention, speech skills, reflection, creativity and every student can show leadership skills. During the development of rubrics students analyze the learning material, determine key positions and assess the validity and reliability of evidence ideas that have arisen in order to assess the task correctly and objectively.

Success of pupils and students in mastering a foreign language is assessed as the levels of formation of competences in specific training modules, disciplines or sets of disciplines. For this purpose general criteria are created for assessing students' academic achievements. For example, here it is presented the criteria for assessing essay that can be applicable both at school and at a higher educational institution [3].

Table 1 –Writing essay rubric

	Distinguished	Proficient	Apprentice	Novice
Writing-Ideas: Includes interesting and informative details	Writing had quality details which were interesting and supported the main idea.	Writing had many details that supported the main idea.	Writing had few details that supported the main idea.	Writing had no details
Writing- Organization: Has a beginning, a middle, and an end	Writing had a beginning, a middle, and an end. Writing had transitional sentences and flowed smoothly.	Writing had a beginning, a middle, and an end. Writing had transitional sentences.	Beginning, middle, and end were not clear.	Writing did not have a beginning, middle, or end
Writing-Word Choice: Used descriptive and colorful language	Writing used colorful and precise words to create a picture in the mind of the reader. Writing showed a strong vocabulary.	Writing used many descriptive words. Word choice sometimes took away from the meaning.	Writing had a few adjectives and descriptive words. Writing lacked style and variety.	Writing did not have adjectives or descriptive words.
Writing- Spelling and Grammar: Correct grammar and spelling	Made only one or two spelling, punctuation, or grammar errors.	Made less than five spelling, punctuation, and grammar errors.	Made up to ten spelling, punctuation, and grammar errors	Made more than ten spelling, punctuation, and grammar errors

In this regard, the problem of a comprehensive psychological and pedagogical study of the effectiveness of the criteria-based system for assessing students' academic achievements is extremely relevant due to the fact that its solution not only contributes to the regulation of the contradictions between the leadership role of the teacher and the need to develop the initiative of the student. But it also removes this problem into a broader context: it makes possible the creation of psychological conditions for the development of the subject position of the student, his ability for self-development and self-realization.

From psychological point of view, self-assessment is a component of self-awareness, which includes, along with knowledge, the assessment of person's physical characteristics, abilities, moral qualities and actions. Self-assessment, in turn, depends on how the assessment system is structured: how much it supports and stimulates learners; how informative it is for managing the education system; how much it includes students in self-assessment activities. Therefore, students need systematic experience of the following actions in order to control and evaluate himself and others independently:

- to establish a typology of tasks;
- to determine the complexity of tasks;
- to create or find samples to test work; to compare the work with the sample;
- to develop criteria for evaluating academic work;
- to evaluate his work on these criteria and to compare score with the score of another person;
- to express his point of view during evaluating the responses of partners;

- to carry out self-correction of identified deficiencies;
- to define the limits of his knowledge.

All these skills are formed in the process of doing special training and correctional exercises. Under such system of assessment, students try to evaluate, first of all, themselves and their actions, which greatly contributes to the development of their self-assessment.

The technology of criteria-based assessment is based on the psychological and pedagogical patterns of the formation of key competencies. Psychological - pedagogical bases of control is to point out shortcoming in students' work, to identify the patterns and causes in order to address shortcomings.

Using criteria-based assessment allows students:

- to use a variety of learning styles, types of thinking and abilities to confirm learning outcomes;
- to know and understand criteria for assessing to predict their own learning outcomes;
- to participate in reflexion, assessing oneself and peers;
- to use knowledge to solve real problems, express different points of view, think critically.

Individualization of educational activities of monitoring and assessment is a prerequisite for the development of full-fledged educational activities of students. The technology of criteria-based assessment allows to create more focused feedback from the teacher and also allow to develop self-evaluation skills among students.

Undoubtedly, the creation of criteria-based assessment as rubrics requires from the teacher a certain amount of time and effort. However, the global network offers free Web 2.0 services for compiling electronic rubric assessment models: Teachnology, Rubistar4teachers, Annenberg Learner, etc.

To conclude, comprehensive study of the psychological and pedagogical consequences of the introduction of criteria-based assessment in the educational process is focused on solving a number of relevant tasks: development of self-regulation and self-organization of students, which ultimately should lead to the formation of a successful experience of self-education. The criteria-based assessment corresponds to the subject learning objectives and does not depend on the mood of the teacher. It provides clearly defined levels of achievement, shows the level of knowledge, understanding and use of skills as well as promotes the development of self-assessment skills.

Literature

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