

# ASSESSMENT AND EVALUATION TECHNIQUES

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**Abstract:** *this article explores the significance of assessment and evaluation. A major perception of English language teaching has been assessing and evaluating students' progress during the course of study as well as their achievements at the end of it. The methodology of this paper is a qualitative approach using classroom activities and library sources as well as other related research in an attempt to enhance students' knowledge and learning. Assessment and evaluation furthermore give teachers necessary information on how to develop their teaching methods.*

**Keywords:** *assessments, Evaluation, language, different, evidence, quality.*

Assessment and evaluation are very crucial parts of the constructive alignment process. Well formed assessments can permit students to use the knowledge and skills they have learnt and indicate their level of proficiency. Evaluation of the course or module, by students and lecturers should feed back into the whole process of curriculum alignment, as well as reflect critically and constructively on the outcomes, the teaching and learning activities, the assessment and the experience of the course or module. Reflexivity, continuous learning and development are the main purposes of successful evaluation. Due to the usage of appropriate classroom assessment strategies and techniques, teachers can raise their students' motivation and show them how well they have acquired the language. Evaluation goes beyond learners' progressions and language assessment to consider all aspects of teaching and learning. Although the terms 'assessment' and 'evaluation' are often implied interchangeably, they can be considered two different subsystems of the same process. Assessment is the procedure of collecting evidence of what the child can do. Evaluation is the process that follows this pack of data, including analysis and reflection, as well as decisions based on the data [1.75].

Obtaining the particular techniques and strategies of assessment may provide the facility for language teachers to create a dynamic classroom situation for evaluation. It will show that the quality of the assessment and evaluation in the educational process has a profound transitioned to students' performance and can engage them in self-assessment which is most important in English language teaching.

In classroom assessment, since teachers themselves develop, administer and analyze the questions, they are more likely to apply the results of the assessment to their own teaching. Therefore, it provides feedback on the effectiveness of instruction and gives students a measure of their progress. As Biggs [2.88] maintains, two major functions can be cited in here for classroom assessment: one is to present whether or not learning has been successful, and the other one is to have distinct thought about the expectations teachers have of the students [4.96].

Assessment is accounted as inseparable part of student life, some of which they may be more informed of than others. It is widely accepted that students' learning patterns, educational focus, and allocation of time will be directly influenced by assessment. It does more than allocate a grade or degree classification to students - assessment plays an important role in concentrating their attention and, as Sainsbury & Walker [1. 93] observe, actually drives their learning. Gibbs [6.59] states that assessment has 6 main functions:

1. *Capturing student time and attention;*
2. *Generating appropriate student learning activity;*
3. *Providing timely feedback which students pay attention to;*
4. *Helping students to internalize the discipline's standards and notions of equality;*
5. *Generating marks or grades which distinguish among students or enable pass/fail decisions to be made;*
6. *Providing evidence enables them to judge the appropriateness of course standards.*

He states that, with the exception of the last two points, these functions should occur as frequently as possible to support effective learning. The intention of classroom assessment and evaluation is to give students the opportunity to show what they have learned rather than catching them out or to show what they have not learned. To be honest, evaluation and assessment can focus on different aspects of teaching and learning: respectively, textbooks and instructional materials, student achievement, and whole programs of instruction.

It is vital to identify the distinction between evaluation and assessment. These terms are frequently used in mixed order and are, in fact, related, but they are technically different. Assessment of an individual student's progress or achievement is an important component of evaluation: it is that part of evaluation that includes the measurement and analysis of information about student learning. The prior focus of assessment in English Language Teaching has been language assessment and the role of tests in assessing students' language skills. Evaluation goes beyond student achievement and language assessment to consider all aspects of teaching and learning and to look at how educational decisions can be made on the basis of alternative forms of assessment. Gensee [5.104] believes that another purpose of evaluation is to guide classroom instruction and enhance student learning on a day-to-day basis. Classroom assessment and evaluation concerns:

- *Suitability of general instructional goals and objectives associated with an individual lesson or unit plans;*
- *Effectiveness of instructional methods, materials and activities used to attain instructional objectives; Adequacy*

*of professional resources required to deliver instruction.*

Evaluation is an important part of an aligned curriculum and an overall teaching and learning strategy because it is a part of the feedback and development cycle. It should be a part of any responsive and up-to-date teaching and learning strategy or plan. Evaluation gives students opportunities to speak to the lecturer about their experiences and impressions of the course content and the pedagogical approaches that have been used. It, therefore, gives lecturers valuable insights into how they teach and how effectively instruction has been taken up by the students.

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