

## THE USE OF FORMATIVE AND SUMMATIVE ASSESSMENTS IN THE CLASSROOM

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**Annotation:** Today, changes are taking place in all areas of our society, rapid developments are taking place to meet world standards. Including in the education system. On December 24, 2021, the head of our state signed two historic decisions on granting independence in financial, academic and organizational management to family educational institutions, which will lead to fundamental positive changes in the family education system. This, in turn, requires a new system-based approach to the management of family educational institutions.

**Key words:** Assessment, summative assessment, skills, education, criteria, integration, quality of education.

Assessment is an important part of the learning process. Constantly monitoring the quality of education and students' knowledge levels is the basis for introducing important innovations into the educational process. Today, based on the new system, various forms of assessment have been developed and are being presented to the educational process.

Based on its essence, the assessment can be conducted in two different ways:

1. Norm-based assessment.
2. Criterion-based assessment.

Criterion-based assessment is a form of relative assessment, which is based on the above-mentioned criterion-based assessment, and based on its results, it is measured by mutual comparison of the results obtained by the evaluators in the educational process. This form of assessment also consists of two stages, in the first stage the results achieved by the evaluator are determined, and in the second stage, these results are measured by mutual comparison.

Advantage:

- The teacher does not spend much time.
- Can be easily adapted to different conditions.
- It allows to classify the members of a certain group of evaluators according to their mastery level.
- As a result of the assessment, it is possible to select a certain number of people from the group (for example, it is possible to select the participants for the next stage of the Olympiad or the 25 people who showed the highest performance compared to others as a result of the college entrance exams).

Disadvantage:

- A comparative assessment is made only with the existing results of a certain group of students, class, school.
- Grades can be determined subjectively by the teacher.
- Creates an opportunity to reduce the objective and truthful assessment of knowledge.

Criterion-based assessment is a comparison and measurement of the results, knowledge, skills and competencies of the evaluator in the educational process according to common and uniform criteria developed on the basis of predetermined educational goals. Such an assessment creates an opportunity to evaluate the results achieved according to the mastery goals clearly defined by these criteria. In this case, the results are evaluated directly and objectively, and it also allows better differentiation of learning by students and classes. This evaluation form consists of two stages, the first stage determines the results achieved by the evaluator, and in the second stage, the results are compared to the criteria and measured.

Criterion-based assessment:

Advantage:

- It is evaluated according to the educational goal.
- The student's mastery level is evaluated objectively.
- The assessment will have its specific indicators.
- The student's grade clearly shows his mistakes.
- Refers the evaluator to education;
- It objectively determines the strengths and weaknesses of evaluators in the evaluated field, increases their confidence in their knowledge and skills.
- Establishes the same knowledge and qualification requirements for everyone.
- Determines the content of education.
- Increases the responsibility of evaluators for the results of their activities.

Disadvantage:

- Developing criteria takes a lot of time.
- Many requirements for ensuring the impartiality, accuracy and truthfulness of the criteria;

A criterion (criterion) can be considered as a tool for evaluation, a sign indicating what the evaluation is based on. Evaluation based on criteria is a structural component that reflects the achievements of students in the development of learning competencies in various fields. consists of an assessment consisting of parts (criteria). Criterion-based assessment is an approach that uses different types, forms and methods of assessment and self-assessment.

Criteria-based assessment principles:

connection with the education and training process - measurement parameters are determined by the requirements of the State Education Standard and training programs for the results of education and training;

relevance - emphasizing the evaluation of the most important learning and teaching outcomes.

objectivity and fairness - carefully selecting specific evaluation criteria that are not a means (or outcome) of pressure.

Adequacy (relevance) - compliance with the goals and educational results of the assessment of knowledge, abilities, skills, values, qualifications.

integration - assessment is carried out as an integral part of the educational process; openness and transparency of assessment criteria and strategies are communicated to students in advance; students participate in the development of assessment criteria.

reliability - the level of reliability is determined by the reliability coefficient (correlation coefficient), which shows the extent to which the results of the assessment carried out under the same conditions correspond to each other.

efficiency - the ability to implement goals and plans based on certain requirements: time, costs, level of goal achievement.

validity (validity) - this principle shows that it allows to measure the really required criteria (criteria) of the studied pedagogical phenomenon.

systematicity and consistency – assessment practices are carried out consistently and periodically. Periodic measurements should together represent an integrated system of control measures, both for individual sections and for the entire content.

Comprehensiveness (complexity) - the task of forming functional literacy requires measuring the results of mastering the content of the subject, forming basic competencies.

goodwill - creating a partnership between the teacher and the student, encouraging the growth of achievements; focus on student development and support.

Guidelines for teachers in criterion-based assessment also change:

- only his work should be evaluated, not the student's personality;
- the student's work is compared not with the work of students who performed the task well in the class, but with a pre-defined standard (standard) known to the student in advance;

- different forms of specific tasks are used and as in the brochure

- there are clear and precise descriptions of the tasks performed;

- a clear algorithm of assessment (grading) is developed, according to which the student can determine the level he has achieved and the corresponding grade;

- students participate in the assessment process, striving to pass to self-assessment;

- only what is taught is evaluated, therefore, evaluation criteria are a specific expression of educational goals;

- general educational goals in the subject are the criteria for evaluating the achievements of the students in this subject, and allow to generalize the results determined by the individual work of the students.

Formative and summative assessment.

Based on the criteria, the assessment system includes formative assessment or current assessment and summative or intermediate assessment. Summative assessment includes mid-term and final assessments at the end of curriculum units, at the end of the quarter and at the end of the year.

Formative assessment is designed to determine the level of acquisition of knowledge and skills in the classroom or at home. It is carried out in various forms and allows the teacher and the student to correct their activities, eliminate possible problems and shortcomings. Formative grades are not taken into account in summative, quarterly and final grades.

Summative assessment is designed to determine the level of mastery of knowledge and skills that should be formed after studying the subjects of the entire academic department of the subject. is carried out according to The marks set for the

summative assessment are the basis for determining the quarterly and annual final grades for the subject. The summative assessment is carried out based on the criteria.

All participants of the educational process: students, teachers, parents should be informed about the evaluation criteria in advance. Assessment criteria are also an integral part of formative assessment. In formative assessment, assessment criteria are focused on a specific part of the learning material (subject or section), while in summative assessment, they are considered on a broad scale.

**Criterion-based evaluation mechanism** The teacher puts the grade received for the work done in the class journal and the student's diary. This assessment, as mentioned above, provides little information for both the teacher and the student. When using formative assessment in the classroom, the teacher can record student achievements in his personal notebook in the form of various convenient symbols, icons, colors, and comments. In this way, the teacher monitors each student's shortcomings and ways to correct them, as well as the dynamics of their development in connection with the set educational goals. Different forms of assessment should be reflected in thematic planning. Before the term begins, the teacher must plan the assessment to be administered during the term.

For teacher assessment:

- 1) determines the types of assessment;
- 2) develops assessment forms;
- 3) creates evaluation criteria;
- 4) determines the time of control work.

It is necessary to collect and store all data on the evaluation of the educational activity of students, to analyze the received data. Analyzes must be conducted in order to study the learning activity of each student and the learning dynamics of the whole class.

In the formative assessment, written or oral notes are made about the content and correctness of the work. Results may not be logged initially. In this case, they are discussed with the student and placed in a separate notebook of the teacher. Based on the teacher's comments, students revise their work and correct their mistakes. Only after that, the determined grades can be put in the journal. After the study of the topic blog or chapter is completed, the teacher makes a summative assessment. Such work will now have to be done using evaluation criteria.

During the quarter, the teacher will have to plan the number of control tasks. The number of summative assessments should be at least three during the quarter. These control works will consist of tasks designed to assess the knowledge and skills of the students on the blog of the given topics. Supervision works must cover the content of the chapter topics studied based on standard requirements as fully as possible. The teacher should choose tasks in such a way that they should check not only the mastering of theoretical material, that is, the level of knowledge, but also the level of application of the student's acquired knowledge. For students who master well, third-level reasoning tasks should be offered. The grades obtained as a result of supervision work are then recorded in the journal with corrections after working on the mistakes in the lesson.

**Conclusion:**

Quarterly final grades are issued as the arithmetic mean of summative grades only. The annual final grade is obtained as the average of 4 quarterly grades. If at the end of the year there is also a subject exam (or final control), the annual grade is calculated as the average of the quarterly grades and the arithmetic mean of the exam (or final control) grade.

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