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ХАБАРШЫСЫ**

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Актюбинского
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2023

К.Жұбанов атындағы Ақтөбе өңірлік университетінің

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NEW SYSTEM OF ASSESSMENT: THEORY AND PRACTICE

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Abstract. The article deals with the issue of the newly introduced criterion evaluation system in the field of Kazakhstani education. The attitudes of the participants of the direct training process, as well as the society as a whole to new technologies and the assessment system, have been clarified in various regulatory and legal documents and published in scientific methodical publications. Answers to questions that often arise among teachers (What and when to evaluate? Who evaluates? How to evaluate?) are given with references to the published documents and the requirements of experienced teachers are given, but it was determined that they were not reflected in the globalized Kazakh scientific-methodological and pedagogical publications. Actual issues of implementation of criterion-referenced assessment - the practice of feedback, analysis of assessment results and analysis of learning and teaching through implementation are clearly based. Today, one of the most urgent problems of pedagogical theory and practice is the problem of evaluating educational achievements of students. The traditional five-point evaluation system based on the principles of the educational paradigm of education monitors only the results of education, while the modern child-oriented educational paradigm based on competence and systemic actions requires reflection and monitoring the achievement of these learning outcomes.

Keywords: legal-normative documents, scientific-methodological publication, formative evaluation, criterion evaluation, feedback, evaluation methods.

Nowadays, one of the most essential problems of pedagogical theory and practice is the problem of evaluating educational achievements of learners. The traditional five-point evaluation system based on the principles of the educational paradigm of education monitors only the results of education, while the modern child-oriented educational paradigm based on competence and systemic actions requires reflection and monitoring of the achievement of these learning outcomes. Since 2017, the solution to this problem in Kazakh education has been implemented through the criterion evaluation system, which has been actively included in the educational process of general education schools.

How did the participants of the educational process accept the newly introduced criterion evaluation system? In the methodological-instruction letter (2017-2018 school year) "Educators and parents accepted the new system of evaluating students' educational achievements in different ways. That is why different questions arose throughout the year" [1. 28 p.]. The only reason for the

existence of many questions and misunderstandings regarding the newly introduced criterion evaluation system in the assessment of educational achievements of students is the inconsistency and mutual contradictions of the information provided in the legal and normative documents and methodological publications. For instance, in the methodological instruction letter "On the peculiarities of the organization of education in general secondary education institutions of the Republic of Kazakhstan in the 2017-2018 academic year" it is stated that "The teacher prepares a task for formative assessment and presents a set of tasks proposed for formative assessment" [1. page 41]. And the order of the Republic of Kazakhstan and the Minister of Science No. 265 dated June 6, 2017, Chapter 3 (Procedure of ongoing monitoring of the progress of students according to the content of updated secondary education) in Article 17 states that "Formative and educational monitoring tasks are prepared by the teacher individually" [2].

The main part

This document does not specify the usage of the recommended set of tasks for formative assessment. Today, teachers choose which document they are guided by. In most cases, teachers refer to ready-made tasks proposed for criterion evaluation. However, these assignments are available for both students and parents through the website <http://smk.edu.kz/>. As a result, what can we say about the objectivity and performance of the criterion evaluation described above?

The fact that the information is not clarified, each teacher's analysis of methodological rules according to his own convenience, leads to many unresolved questions in the new educational achievement assessment system: what and when to assess? Who will evaluate? How to evaluate?

Does the school teacher find answers to these questions arising in the learning process from methodological tools and methodological literature?

One of the methodological guidelines for teachers and heads of educational organizations, students of higher educational institutions and colleges, students of pedagogical specialties, and trainees of professional development courses presents concrete examples of the practical use of formative assessment [3]. It describes the personal experience of a primary school teacher in the school of Aktobe region in organizing the assessment process according to the concept of "Education assessment". The teacher's evaluation work described in the methodological tool really proves the implementation of the ideas of the new concept: "It wants students to see the results of their work and their grades at different stages of the lesson." The proposed evaluation process allows the learner to see the level of information in the learning materials provided in the lesson units. However, it can be seen that the teacher needs to use a five-point assessment. Before the new

chapter, the teacher distributes the assessment sheet to each student (each section has a standardized pocket), and after each section, the students put different colors (the colors correspond to the symbols "5", "4", "3", "2") in the pocket. Why? Many doubts about the right to use point assessment during formative assessment are due to the uncertainty of the requirements in the relevant documents. Thus, if the manual on criterion evaluation for teachers of primary and general secondary schools says that "Formative evaluation is provided by continuous feedback between the student and the teacher without points and grades", then the methodical-instruction letter leaves the teacher at his discretion: "The form of registration of the results of formative evaluation is provided by the teacher himself (digital, graphic, point) is defined" [1, page 30]. The opinion in the methodological literature on this issue is also different: Formative assessment is an "informal" (often unknown) assessment "[9, 11].

The searching for a solution to the evaluation problem can be misleading for teachers: "The teacher did not like this method very much, because ... only the owner sees the evaluation sheet, and the rest of the students do not see each other's rating" ... A teacher who mastered the concept of "Educational evaluation", in our opinion "Why?" Why should students see each other's grades?" is looking for answers to the thoughts. And how he related to the professional methodical guide presented in the management: "... next he hung the evaluation sheet on the board, on the evaluation screen different colored symbols were placed for each task. The assessment screen is convenient because it shows each student's progress. The learner sees where and what tasks to work on. (And the individual "evaluation screen" did not give him such information?). In this method, the grades of some students got worse because of this "transparency" is priceless. Did those who understand "how it works" improve their results? What recommendations do teachers make for themselves from this practical example: how to form the attitude of students towards authentic assessment? Is it possible to create competition among classmates? How to compare with the guiding principle of evaluation - only the student's current result can be compared with his yesterday's learning results in order to teach him to "evaluate the student's work without comparing it with others" [3, p. 13]. And how does the "Screening assessment" method correspond with the position stated in the above-mentioned methodological and instructional letter: "An important advantage of the criteria assessment system is to reduce the stress load on the student" [1, p. 24]? Have you looked at the sources of children's low educational results? Is the psyche of every child resistant to this...?

Another example can be seen as an idea of an updated educational program: "At the beginning of the lesson, each leader received an evaluation sheet, on which he wrote down the types

of work that should be evaluated. They performed this work with joy and observed the contribution of each member of the small group and evaluated his achievements. Managers approached this type of assessment very critically and objectively. Thus, they helped the teacher's assessment work" [3, pp. 31-32]. That is, the function of the teacher written in the criteria assessment manual is "During group work, the teacher should monitor the work of all groups placed on the shoulder of the student and of each individual student" [8, p. 15]. This situation happens in our schools. In the classroom, it is observed that teachers assign assessment functions to one student who assesses all members of the small group. It can be observed that many classmates have questions of the following content: "Who is he?" Why does he evaluate us? He's wrong! I do not agree with him! In such cases, do teachers improve student learning outcomes? Will their interaction be effective"?

According to the theory of formative assessment, which of the three positions of the organization of assessment (Williams, 2007) is aimed at the implementation of which of the three positions of the organization of assessment of a student's classmates' academic achievement: teacher assessment, self-assessment or peer assessment? Perhaps peer assessment, but "peer assessment allows students to integrate the studied material by evaluating each other's work" - each student learns, analyzes, not selected ones. According to many studies, Black and William (1998, 1989) emphasize that among the features of assessment that lead to the greatest achievement of success: the development of student self-evaluation skills and peer assessment. And this "... students aim to help each other improve their work. In this case, self-esteem benefits not only the student who receives feedback, but also the student who provides it" [7, p. 17].

One of the main requirements of self-assessment and peer assessment is the development of students' skills to evaluate the results, to see their mistakes, to know the requirements for different types of work. They are types of evaluation work, which are related to "the evaluation procedure, not the evaluation" [4, p. 33]. One of the functions of a modern teacher is to create conditions for "self-evaluation of students and the formation of skills to work with colleagues through peer evaluation to understand ways to improve their education" [5, pp. 42-43].

In this article, we do not pretend that we have analyzed all normative documents and methodological publications, we will give examples of some of them, proving that it is a difficult process for all participants of the educational process. The reason for this is what one teacher said with a big heart: "Don't confuse us, we will confuse ourselves!"

Otherways, in the "Teachers Forum" section of the SMK website, after one of the teachers answered the question "Answer the question and do not cite" [6], there were links to the general document.

However, the joint discussions organized by the pedagogical community in the framework of professional development courses allowed the teachers of the school to answer their questions with legal and normative, scientific and methodological publications. These issues are:

Questions	Answers
What should be evaluated?	<p>"the expected result of education is a set of qualifications that show what the student knows and understands at the end of the educational process" [10].</p> <p>"the learning process involves a departure from the traditional learning process and is based on the expected results defined in 6 areas of education and indicating the direction of activity: "knows", "understands", "uses", "analyses", "synthesizes", "evaluates" [13].</p> <p>"the teacher should include all the goals of the curriculum in the evaluation process of the format" [8, p. 12].</p> <p>"The content of the last control requires the organization of current control, because it is impossible to obtain the results necessary for a daily assessment" [11, p. 22].</p>
When to evaluate?	<p>"evaluation is carried out constantly, the movement process is evaluated according to the quality of the result" [12,p. 4].</p> <p>"... at various stages of organizing educational activities in the process of explaining the topic, performing tasks and providing feedback to students" [7, p. 17].</p> <p>"Formative assessment is conducted in each lesson to collect data on learning progress" [1,p. 26].</p> <p>"A statement that assessment is an integral part of learning and teaching, requires a significant change in thinking, which means an assessment process for learning "[5, p. 9].</p>
Who will evaluate?	<p>assessment of educational achievements is aimed at implementing of the three positions of organization of assessment according to the theory of formative assessment (William, 2007): teacher assessment, self-assessment or peer assessment? [7, p. 15].</p> <p>- "learners independently and consciously identify and work with the teacher to eliminate them. Part of the subject of management is transferred to the student, to self-control and self-evaluation" [9, p. 4].</p>
How to evaluate?	<p>"... the teacher was given the opportunity to independently determine the form, content and frequency, as well as the means of formative assessment" [p. 7,13].</p> <p>"Formative assessment should be an integral part of learning and should not be viewed as additional exercises or tests" [8, p. 12].</p>

What other questions do teachers have? According to the teachers answers during the interview, the description of the experience of effective analysis of the teachers during the lesson is beyond the scope of methodological publications. And teachers, analyzing the results of assessment

and evaluation, express the opinion that corrections should be made to teaching and learning processes based on this analysis.

Conclusion

The process of direct observation of lessons shows the problems of formative assessment: the assessment ends at the stage of determining the level of education or the level of formal feedback. In this case, if evaluation is only fixed and determines the fact of success or failure, does the function of evaluation fulfill the function of learning?

Thus, the study of legal documents and methodological publications for updating the content of secondary education, the study of school evaluation practices, shows that the emergence of problems related to the introduction of a new criterion evaluation system is often associated with the variety of relevant conclusions and the insufficient explanation of all the mechanisms of the implementation of criterion evaluation. In the process of direct learning. The cases of introducing criterial assessment in school practice, which have appeared in school practice, determine the need for researchers, methodologists, and teachers to consider the above-mentioned problems as a priority and solve them according to their relevance.

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БАҒАЛАУДЫҢ ЖАҢА ЖҮЙЕСІ: ТЕОРИЯ ЖӘНЕ ПРАКТИКА

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Аңдатпа. Мақалада қазақстандық білім саласына жаңадан енген критериалды бағалау жүйесі туралы мәселе сөз етілген. Тікелей оқу үдерісіне қатысушылардың, сондай-ақ тұтас қоғамның жаңа технологияларға қарым-қатынасы мен бағалау жүйесінің әртүрлі нормативтік-құқықтық құжаттар мен ғылыми әдістемелік басылымдарда жарияланған түсініктер нақтыланған. Мұғалімдер арасында жиі туындайтын сұрақтарға (Нені және қашан бағалаймыз? Кім бағалайды? Қалай бағалайды?) жауаптар жарияланған құжаттарға сілтемелер жасала отырып берілген және тәжірибелі мұғалімдердің талаптары келтірілген, бірақ, жаһанданған қазақстандық ғылыми-әдістемелік, педагогикалық жарияланымдарда көрініс таппағандығы айқындалған. Критериалды бағалауды енгізудің өзекті мәселелері - кері байланыстың тәжірибесі, бағалау нәтижелерін талдау және енгізу арқылы оқу және оқыту туралы талдау айқын негізделген. Бүгінгі күні педагогикалық теория мен

практиканың ең өзекті мәселелерінің бірі білім алушылардың оқу жетістіктерін бағалау мәселесі болып табылады. Білім берудің білім парадигмасының қағидаттарына негізделген дәстүрлі бес баллдық бағалау жүйесі білімнің нәтижесін ғана қадағалайды, ал құзыреттілікке және жүйелік әрекеттерге негізделген қазіргі заманға сай балаларға бағытталған білім беру парадигмасы рефлексияны және осы оқу нәтижелеріне қол жеткізуді қадағалап бағалауды талап етеді.

Түйін сөздер: құқықтық-нормативтік құжаттар, ғылыми-әдістемелік жарияланым, қалыптастырушы бағалау, критериалды бағалау, кері байланыс, бағалау әдістері.

НОВАЯ СИСТЕМА ОЦЕНИВАНИЯ: ТЕОРИЯ И ПРАКТИКА

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Аннотация. В статье рассматривается вопрос о новой критериальной системе оценивания в сфере казахстанского образования. Отношение участников процесса непосредственного обучения, а также общества в целом к новым технологиям и системе оценивания конкретизируется в различных нормативно-правовых документах и концепциях, публикуемых в научно-методических изданиях. Ответы на вопросы, которые часто возникают у преподавателей (Что и когда оценивать? Кто оценивает? Как оценивать?) даны со ссылками на опубликованные документы и приведены требования опытных преподавателей, но установлено, что они не нашли отражения в глобализированные казахстанские научно-методические и педагогические издания. Четко обоснованы актуальные вопросы внедрения критериального оценивания – практика обратной связи, анализ результатов оценивания и анализ обучения и преподавания посредством внедрения. Сегодня одной из наиболее актуальных проблем педагогической теории и практики является проблема оценки учебных достижений учащихся. Традиционная пятибалльная система оценивания, основанная на принципах образовательной парадигмы образования, отслеживает только результаты обучения, тогда как современная детско-ориентированная образовательная парадигма, основанная на компетентностных и системных действиях, требует рефлексии и контроля достижения этих результатов обучения.

Ключевые слова: нормативно-правовые документы, научно-методические публикации, формативное оценивание, критериальное оценивание, обратная связь, методы оценивания.

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