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БАҒАЛАУДЫҢ ЗАМАНАУИ ЖӘНЕ ТИІМДІ ТӘСІЛДЕРІ

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ОЦЕНИВАНИЕ И СОВРЕМЕННЫЕ ПОДХОДЫ К ОЦЕНКЕ УСПЕВАЕМОСТИ

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ASSESSMENT AND CURRENT APPROACHES TO ASSESSING ACADEMIC PERFORMANCE

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Аңдатпа

Бұл мақалада білім алушылардың оқу үлгерімін бағалаудың заманауи әдістері қарастырылады, оның ішінде формативті және суммативті бағалау әдістері. *Peer Video Feedback, Speed Debate, Elevator Pitch, Speed Dating* және *Grammarly* көмегімен бағалау сияқты әдістер талданып, олардың оқу процесіне тигізетін әсері қарастырылады. Бұл әдістер студенттердің белсенділігін арттырып, оқу жетістіктерін тиімді бағалауға мүмкіндік береді.

Аннотация

В данной статье рассматриваются современные подходы к оцениванию успеваемости учащихся: включая формативному и суммативному. Представлены практические примеры таких техник, как *Peer Video Feedback, Speed Debate, Elevator Pitch, Speed Dating* и оценка с помощью *Grammarly*. Эти методы делают процесс оценки более интерактивным, эффективным и ориентированным на потребности учащихся. В статье подчеркивается важность активного вовлечения учащихся, развития критического мышления и саморефлексии в процессе оценки.

Annotation

This article explores innovative formative and summative assessment techniques that enhance students engagement and learning outcomes. The study presents practical applications of methods such as *Peer Video Feedback, Speed Debate, Elevator Pitch, Speed Dating*, and AI-assisted evaluation using *Grammarly*. These techniques offer interactive and student-centered approaches to assessment, aligning with modern educational needs. The paper highlights the significance of assessment methods that encourage active participation, critical thinking, and self-reflection, making evaluation more effective and meaningful.

Түйінді сөздер: бағалау, қалыптастырушы бағалау, жиынтық бағалау, кері байланыс, интерактивті оқыту, білім берудегі ЖИ.

Ключевые слова: оценивание, формативное оценивание, суммативное оценивание, обратная связь, интерактивное обучение, ИИ в образовании.

Keywords: *assessment, formative assessment, summative assessment, peer feedback, interactive learning, AI in education.*

Introduction

Assessment plays a crucial role in education, serving as a tool for measuring student progress and guiding instructional strategies. Traditional assessment methods often emphasize memorization and rote learning, which may not fully capture students' true abilities and potential. In contrast, modern formative and summative assessment strategies focus on continuous feedback, student engagement, and critical thinking. This article examines various assessment methods that foster active learning and improve academic performance.

Literature review

There are a variety of ways to label and define the work students do to demonstrate knowledge and skills. The terms 'performance assessment' and performance-based assessment (PBA) are used interchangeably throughout much of assessment literature. A rudimentary definition of performance assessment offered by projectappleseed.org (2018), a nationally recognized organization known for its advocacy of performance assessments, states that a performance assessment should allow students to demonstrate knowledge and skills, including the process by which they solve problems. Turning to sources of extant literature, variances on this definition are evident. Frey and Schmitt (2010) state that "performance tests measure skill or ability; are sometimes called alternative assessments or authentic assessments; and scoring often requires subjective judgment".

Oberg (2010) describes performance-based assessment generally as "one or more approaches for measuring student progress, skills, and achievement" and that performance assessments are "the ultimate form of linking instruction with assessment". Oberg (2010) adds that performance-based assessment should be considered an alternative assessment when the term authentic is added. An authentic performance assessment has students demonstrate understanding and skills in a real-life context "rather than contrived problems for the classroom setting" (Oberg, 2010). Koh, Tan, and Ng (2011) assert that performance assessments are intended to measure students' knowledge and skills at deeper levels than traditional assessments and tend to prompt students to solve authentic or real-world problems. Newmann et al. (1996) claim that authentic intellectual work engages students in much more than routine practices of gathering facts and applying procedures. Higher-order thinking and real-world problem-solving are two important elements that make up the substance of authentic assessment (Koh, Tan, & Ng, 2011).

Frey, Schmitt, and Allen (2012) posit that a meaningful, real-world task or problem is characteristic of performance-based assessment at some level. Referencing a book-length critique of standardized tests by Archbald and Newman from 1988, they suggest that for an assessment to be considered authentic, it must have value beyond the actual score or grade, indicating that the assessment task itself should be meaningful (Frey, Schmitt, & Allen, 2012). This suggests that assessments such as multiple-choice standardized tests are not authentic.

Along with Archbald and Newman, Frey, Schmitt, and Allen (2012) cite Wiggins as early advocates for authentic assessments: the views of Wiggins support a definition of authentic assessment as assessment that poses an intellectually interesting and personally meaningful problem or task. These types of assessments are realistic because the questions, tasks, or problems have value and interest beyond the classroom into the 'real world' of students' values, abilities, and motivations.

Less critical of conventional assessments, Kan and Bulut (2014) consider a performance assessment simply an alternative method to measure what a student knows and can do.

Performance assessments are an alternative approach that focuses on students' ability to apply knowledge and skills in real-world contexts. These assessments include tasks such as projects, presentations, and portfolios. Research has shown that performance assessments can provide a more comprehensive picture of student learning and promote higher-order thinking skills. It is seemed to be "perfect" the view by Corcoran, Derashimer, and Tichenor (2004) who state that common characteristics of performance assessments should include asking students to perform, create, or

produce something; tapping higher-level thinking and problem-solving skills; using tasks that represent meaningful instructional activities; involving real-world applications; and using human judgment in scoring. These characteristics typify performance assessments generally, while other characteristics are associated with specific forms of performance assessments.

Kane, Khattri, Reeve, and Adamson, (1997) identify the four purposes of assessment as: influencing and informing instruction and curriculum, monitoring student progress, holding teachers and schools accountable, and certifying student achievement. Assessment can also serve to provide feedback to students by measuring their progress, giving them an idea of their degree of (non)mastery of the content taught to them in relation to others or to a norm or a standard. Instructors can use assessment to place students in a group for behavioral, social and/or instructional purposes. This can be achieved through conducting either or both summative or formative assessment.

Despite this ubiquity, or perhaps because of it, what constitutes a ‘good’ or ‘appropriate’ assessment in education has proven to be a highly contentious question, the answers to which have ranged considerably depending on the purposes, uses, users, and contexts for assessment. Indeed, even arriving at a definition of assessment invites disagreement, with some arguing sharp technical distinctions among terms like assessment, measurement, evaluation and testing (e.g., Embretson & Hershberger, 1999), and others like Popham (2000), contending that each of these terms can be defined identically, at least within education, as ‘a process by which educators use students’ responses to specially created or naturally occurring stimuli in order to make inferences about students’ knowledge, skills, or affective status’.

Formative assessment refers to the ongoing assessment whereby teachers actually gather evidence- feedback- used over the course of instruction to adapt the teaching in ways that would meet students’ needs and diagnose their progress toward a long-term objective (Black & William, 1998; Boston, 2002). It is usually collected by different means such as assignments, pretests, midterm student conferences (or tests), theses and projects, oral or comprehensive exams. It as well intends to provide information on “what, how much, and how well students are learning” (Angelo & Cross, 1993). A language teacher uses assessment results formatively to review student work by identifying their weaknesses and strengths with regard the objectives set for instruction, and not only to give final marks or grades, increase communication and collaboration between instructor and students by tracking and improving student learning on the basis of collecting feedback on effectiveness of and student satisfaction with classroom activities and teaching, promote the course of teaching and learning to meet students’ needs by evaluating curriculum goals, instructional strategies, program and instructional effectiveness, and finally ensure some necessary changes and potential interventions that need be made, during the instructional process.

Methodology

This study employs a qualitative research approach, analyzing various assessment techniques in educational settings. Data was collected from existing literature, case studies, and teacher observations. The methods examined include formative and summative assessment strategies implemented in diverse learning environments. The study evaluates the effectiveness of these methods based on student engagement, learning outcomes, and teacher feedback.

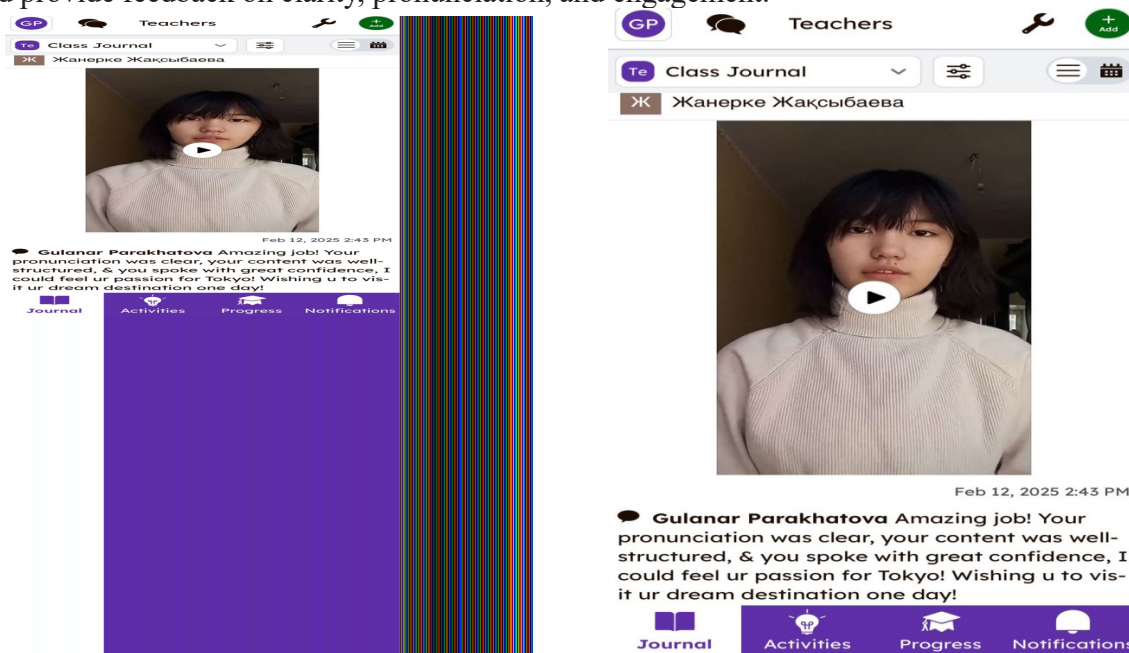
Practical Applications

Formative assessment is an ongoing process that allows teachers to provide immediate feedback and adjust instruction accordingly. The following innovative approaches make formative assessment more interactive and effective. The assessment methods discussed in this paper have been successfully integrated into classroom practices across different subjects and grade levels. For example:

1. Speaking Assessment Techniques encompass a variety of methods that evaluate students’ oral communication skills, including pronunciation, fluency, accuracy, and engagement. Modern approaches promote interactive and dynamic language learning by integrating self-assessment and peer evaluation. These techniques provide both qualitative and quantitative insights into learners’ speaking proficiency, facilitating targeted feedback and continuous improvement.

Peer Video Feedback encourages students to evaluate each other's speaking skills through video recordings. In this activity, students record a one-minute video on a given topic, such as "Describe your dream vacation". Their peers provide constructive feedback, including one compliment and one suggestion for improvement. This method enhances speaking skills, self-assessment abilities, and engagement. Platforms like Flipgrid and Seesaw facilitate the implementation of this strategy. Peer Video Feedback promotes the development of self-reflection and critical thinking skills among students. Research indicates that using digital technologies for self- and peer-assessment enhances language productivity and fosters meaningful learning (Hattie & Timperley, 2007). When students record videos, they not only practice speaking but also recognize the importance of clear articulation and structuring their thoughts. Peer feedback, which includes a compliment and a constructive suggestion, helps establish a culture of productive criticism and contributes to language improvement (Nicol & Macfarlane-Dick, 2006).

Example Task: Students record a video explaining a historical event in English. Classmates watch and provide feedback on clarity, pronunciation, and engagement.



Speed Dating Assessment is an interactive assessment technique where students explain a concept within 60 seconds to a rotating set of partners. This activity improves fluency, comprehension, and the ability to convey ideas concisely. The technique fosters confidence in spoken communication and enhances the retention of key concepts through repeated explanations.

The Speed Dating method in education promotes oral communication and speaking fluency. According to Ellis (2003), oral practice in an interactive environment accelerates language acquisition, as students repeatedly use learned structures in different contexts. The short-dialogue format reduces anxiety, as students interact in an informal setting and have opportunities to refine and adjust their responses. Furthermore, frequent partner changes increase motivation and engagement in the learning process.

Example Task: Students explain different types of renewable energy sources in a speed-dating format, rotating partners every minute. After the activity, they write a reflection on the most interesting information they learned.

Speed Debates involve students engaging in quick, structured debates on statements such as "Technology makes life easier." Each student presents their argument for 30 seconds before switching roles. The self-assessment checklist provided afterward encourages reflection on clarity, argument strength, and delivery. This method develops critical thinking, persuasive communication, and active listening skills.

The Speed Debate method enhances students' cognitive flexibility, argumentation skills, and

ability to articulate thoughts quickly. According to Vygotsky's Social Development Theory (1978), interaction in the learning process fosters a deeper understanding of the material. Debates conducted within a limited timeframe enable students to analyze information efficiently, structure their arguments, and develop communication skills. Additionally, self-reflection using a checklist allows students to recognize their strengths and areas for improvement, making the learning process more meaningful.

Example Task: Divide students into pairs and assign them debate topics. Each pair conducts a rapid debate and records their arguments for later analysis. Students then revise their points based on peer feedback.

Think-Pair-Share is a simple yet effective formative assessment technique where students first think independently about a question, then discuss their thoughts with a partner, and finally share their conclusions with the class. This method encourages collaboration, deepens understanding, and allows for diverse perspectives.

Example Task: Students analyze a short story, discuss key themes with a partner, and present their conclusions to the class. To extend the activity, students write a follow-up paragraph summarizing their discussion.

2. Listening Assessment Techniques evaluate students' ability to comprehend spoken language and extract essential information.

Dipstick Method involves students listening to an AI-generated audio - text via platforms like NaturalReader.com and drawing a picture based on their understanding. The assessment measures students' ability to visualize information, recall details, and demonstrate comprehension creatively. A structured descriptor ensures objective evaluation of their work.

Example Task: Students listen to a podcast about space exploration and sketch the different planets based on their descriptions. They then write a short paragraph explaining their drawing.

Running Dictation is an engaging listening and writing assessment activity. One student listens to a passage read aloud, then runs to dictate it to their partner, who writes it down. This exercise develops active listening skills, memory retention, and teamwork.

Example Task: Divide students into teams and give each team a different section of a story. After completing the dictation, they compile the full story and discuss its main idea.

3. Writing Assessment with AI Writing assessment can be enhanced using AI tools that provide instant feedback and error detection.

AI-Enhanced Drafts with Grammarly Grammarly is a powerful tool for evaluating students' writing skills. In this approach, students write essays on topics such as "Should students have a four-day school week?" and check their work using Grammarly. They then identify and correct three mistakes before submitting the final version. This method fosters independent learning, self-correction, and improved writing proficiency. Using AI-powered tools such as Grammarly helps develop self-editing skills and enhances language accuracy. Research shows that automated grammar and style checks improve students' writing quality by providing instant feedback and highlighting common errors (Li, 2020). Unlike traditional proofreading methods, Grammarly enables students to independently analyze and correct their texts, fostering learning autonomy. Additionally, adaptive recommendations help expand vocabulary and maintain an academic writing style.

Example Task: Students draft personal narratives, use Grammarly to refine them, and submit their final versions for peer review. They then compare AI-generated feedback with teacher feedback.

Untitled document

Goals 97 Overall score

Review suggestions Write with generative AI Check for AI text & plagiarism

Review suggestions 5

Correctness Clarity Engagement Delivery

We found 1 more way to improve your text with Pro. Upgrade for unlimited access.

1 Conciseness

Get Pro Dismiss

Change preposition on

Correct your spelling stepped

Remove the phrase some

Correct your spelling deepeeer

Collaborative Writing with Google Docs Students work in pairs or small groups to write a short essay or story on Google Docs. Each student contributes to the text while receiving real-time feedback from peers and the teacher. This collaborative approach improves writing fluency, organization, and peer editing skills.

Example Task: Groups create a travel guide for a fictional country, incorporating grammar and vocabulary studied in class. The final version is published as a class e-book.

4. Reading Comprehension and Assessment Reading assessments aim to gauge students' ability to interpret and summarize texts effectively.

Elevator Pitch for Reading Summarization In this activity, students read a text—such as “Will AI Replace Teachers?”—and summarize the main points within 30 seconds, mimicking an elevator pitch. The task enhances summarization skills, encourages fluency, and promotes peer feedback. The Elevator Pitch technique is an effective tool for developing public speaking skills and the ability to present information concisely yet meaningfully. This method is based on the concept of cognitive load (Sweller, 1988), which suggests that students learn more effectively when required to highlight key ideas and express them succinctly. Such a format helps students quickly structure information, enhances their self-expression skills, and teaches them to adapt their speech to time constraints—an essential skill in both academic and professional settings.

Example Task: Assign students different book reviews, have them prepare a 30-second summary, and present it in front of the class. They then compare their summaries to the original text.

Active Reading with Embedded Questions Using Actively Learn, teachers can insert multiple-choice and open-ended questions directly into reading materials. This approach allows for real-time assessment of comprehension, critical thinking, and engagement.

Example Task: Students analyze a newspaper article with embedded discussion prompts and answer comprehension questions as they read. They then create their own discussion questions.

5. Summative Assessment Strategies Summative assessment evaluates students' cumulative knowledge at the end of a unit.

Project-Based Assessment Students work on a long-term project, such as designing a sustainable city or creating a digital portfolio. This assessment method measures creativity, problem-solving, and research skills.

Example Task: Groups design and present a new app concept that solves a real-world problem. They create promotional materials and a prototype description.

Project-Based Assessment has been widely adopted in STEM education to encourage problem-solving and creativity. These practical applications demonstrate the versatility and effectiveness of

modern assessment strategies in enhancing student learning experiences.

Recommendations

Based on the findings of this study, the following recommendations are proposed for educators:

Incorporate Interactive Assessments – Teachers should integrate peer feedback, debates, and collaborative writing tasks to increase student engagement.

Leverage Technology – AI-powered tools such as Grammarly and platforms like Flipgrid can enhance formative assessment and provide immediate feedback.

Encourage Self-Reflection – Providing students with structured self-assessment checklists can help them develop critical thinking and self-regulation skills.

Use a Variety of Assessment Methods – Combining formative and summative assessments ensures a comprehensive evaluation of student progress.

Promote Student-Centered Learning – Giving students opportunities to actively participate in their assessment process fosters ownership of learning and motivation.

Conclusion

Modern assessment approaches emphasize interactive, student-centered evaluation methods that align with educational goals. These approaches enhance student motivation, encourage active participation, and ensure a more accurate reflection of academic progress. As education evolves, incorporating these methods will improve learning outcomes and prepare students for future challenges. Assessing academic performance is a complex and multifaceted process. While traditional methods provide valuable data, alternative approaches such as performance assessments and multilevel models offer a more nuanced understanding of student learning. By leveraging theoretical frameworks and staying abreast of current trends, educators can enhance the effectiveness of assessment practices and ultimately improve educational outcomes.

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