

## THE ROLE OF ASSESSMENT IN THE EDUCATIONAL PROCESS

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### Анотація

*Оцінювання відіграє важливу роль у навчальному процесі, надаючи цінну інформацію про навчання та досягнення студентів. Шляхом вимірювання результатів навчання, ідентифікації сильних і слабких сторін та інформування про навчання, оцінювання допомагає забезпечити високоякісну освіту, яка відповідає індивідуальним потребам здобувачів. Крім того, оцінювання мотивує студентів до занять навчальною діяльністю та забезпечує облік результатів для навчальних закладів, викладачів та студентів. Різні типи оцінювання, включаючи формувальне, сумативне, іпсативне та діагностичне оцінювання, кожне відіграє певну роль у навчальному процесі. З правильним плануванням та впровадженням, оцінювання можна ефективно використовувати для покращення навчання та досягнень студентів, а також для підтримки цілей високоякісної системи освіти.*

**Ключові слова:** оцінювання, навчальний процес, результати навчання, формувальне оцінювання, сумативне оцінювання, діагностичне оцінювання, іпсативне оцінювання, досягнення студентів

### Abstract

*Assessment plays a crucial role in the educational process, providing valuable information about student learning and achievement. By measuring learning outcomes, identifying strengths and weaknesses, and informing instruction, assessment helps to ensure that students are receiving a high-quality education that meets their individual needs. Additionally, assessment motivates students to engage in learning activities and provides accountability for educational establishments, teachers, and students. Different types of assessments, including formative, summative, ipsative and diagnostic assessments, each serve a specific purpose in the educational process. With careful planning and implementation, assessment can be used effectively to improve student learning and achievement and to support the goals of a high-quality educational system.*

**Keywords:** assessment, educational process, learning outcomes, formative assessment, summative assessment, diagnostic assessment, ipsative assessment, student achievement

Assessment is an important part of the educational process as it provides information about what students have learned, how well they have learned it, and whether they may need further support or instruction. Assessing students in meaningful ways can help motivate and empower them to grow as they become agents of their own learning. It helps shape the learning process at all points and gives teachers insights into student progress.

Different scientists and educators have studied various types of assessment in the field of education. In 1956 Benjamin Bloom introduced his Taxonomy of Educational Objectives which set the concept of a cognitive domain which includes six levels of intellectual behaviour, that can be used to assess students' learning outcomes. Robert Glaser developed the concept of criterion-referenced testing, which assesses students' performance against specific criteria or standards rather than comparing their performance to other students. Paul Black and Dylan Wiliam developed the concept of formative assessment, which involves providing students with feedback during the learning process to help them improve their performance.

Assessments generally have one of three purposes: assessment of learning, assessment for learning, and assessment as learning. Assessment of learning is used to help identify if students are meeting grade-level standards. They are usually grade-based and can include exams, portfolios, final projects or standardized

tests. They often have a concrete grade attached to them that communicates student achievement to teachers, students, their parents, or administration representatives.

Assessments for learning provide you with a clear snapshot of student learning and understanding as you teach allowing you to adjust everything from your classroom management strategies to your lesson plans as you go. Assessments for learning should always be ongoing and actionable. When you're creating assessments, keep these key questions in mind: 'What do students still need to know?', 'What did students take away from the lesson?', 'Did students find this lesson too easy? Too difficult?', 'Did my teaching strategies reach students effectively?', 'What are students most commonly misunderstanding?', 'What did I most want students to learn from this lesson? Did I succeed?', etc. Common types of assessment for learning include formative assessments and diagnostic assessments.

Assessment as learning actively involves students in the learning process. It teaches critical thinking skills, problem-solving and encourages students to set achievable goals for themselves and objectively measure their progress.

Depending on the set goal, the following four types of assessment can be used in the educational process: diagnostic, formative, summative, and ipsative assessments.

Diagnostic assessments can help benchmark student progress. When teachers structure diagnostic assessments around their lessons, they expect to get the information they need to understand student knowledge and engage the whole classroom. Some examples include short quizzes, journal entries, student interviews, student reflections, classroom discussions, graphic organizers (e.g., mind maps, flow charts).

Formative assessments help teachers understand student learning while they teach, and provide them with information to adjust their teaching strategies accordingly. Formative assessments help them track how student knowledge is growing and changing in the classroom in real time. A March 2020 study found that providing formal formative assessment evidence such as written feedback and quizzes within or between instructional units helped enhance the effectiveness of formative assessments. Some examples of formative assessments include portfolios, group projects, progress reports, class discussions, entry and exit tickets, short, regular quizzes, virtual classroom tools like Socrative or Kahoot! When running formative assessments in the classroom, it's best to keep them short, easy to grade and consistent.

Summative assessments measure student progress as an assessment of learning. Standardized tests are a type of summative assessment and provide data for students, teachers, and administration representatives showing them the results of their achievements. They can assist with communicating student progress, but they don't always give clear feedback on the learning process and can foster a 'learn to the test' mindset.

Ipsative assessments are one of the types of assessment as learning that compares previous results with a second try, motivating students to set goals and improve their skills. A two-stage assessment framework helps students learn from their mistakes and motivates them to do better. You can incorporate ipsative assessments into your classroom with portfolios, a two-stage testing process, project-based learning activities. One study on ipsative learning techniques found that when it was used with higher education distance learners, it helped motivate students and encouraged them to act on feedback to improve their grades.

Overall, assessment is a critical component of the educational process as it provides valuable information about student learning, helps to tailor instruction to meet individual needs, and ensures accountability in the educational system. It helps to measure the extent to which students have met learning objectives or standards; provides feedback on areas where students have performed well and areas where they need improvement. Assessment can be a motivating factor for students to engage in learning activities and to strive to achieve higher levels of performance. On the other hand, assessment results can inform instructional decisions, including which teaching strategies are effective and which ones need to be modified. On the whole, assessment can be used to evaluate the effectiveness of educational programs, curriculum, and instructional practices and is used to hold educational establishments, teachers, and students accountable for their performance and to ensure that educational goals are being met.

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