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CRITERIA-BASED ASSESSMENT - A TOOL FOR DIAGNOSING LEARNING PROBLEMS

Abstract. The implementation of a criteria-based assessment system should be based on the development of multi-level tests in all disciplines. Monitoring and comprehensive assessment of student learning achievements are used to determine student level achievements in various learning situations. The results of the monitoring will provide an assessment of the development dynamics of the student's functional literacy, the success of schoolchildren, teachers and schools, as well as the effectiveness of measures in updating standards, curricula and textbooks. The criteria-based assessment system is completely transparent in the sense of the methods of setting current and final marks, as well as the goals for which these marks are set. It is also a tool for diagnosing learning problems, providing for and ensuring constant contact between teacher, student and parents.

Keywords: system, curriculum, criterion assessment.

In pedagogical science, the following main types of control are distinguished: current, periodic, and final. Current control is carried out during the classes or after the completion of a specific topic and in the criteria-based assessment mode corresponds to a formative evaluation. Periodic control is carried out at the end of a major section, quarter, semester. The final control is carried out before the transfer of students to the next class or the next level of education and is the most important form of final assessment. These two types of control in the criteria-based assessment mode correspond to the ascertaining control.

A new conceptual approach to assessing the level of development of functional literacy implies a reliance on a specially developed assessment criteria for each type of competence and for the entire content of all academic subjects. Ascertaining (periodic and final) control requires the development of a new assessment system taking into account the tasks of forming functional literacy.

In pedagogical science and practice, two dominant approaches to assessing student achievement by criteria were identified.

The 1st approach to criteria-based assessment is based on the ratio of the typology of learning situations (the situation is standard / variable / new) and the corresponding rating scale. So, within each type of situation a student can get marks from “1” to “5”. In this case, the sequence of tasks is provided according to complexity. At the same time, this approach is limited at the stage of application of knowledge in the conditions of the class-lesson system; it does not provide for a systematic “release of knowledge to life”, which leads to unformed functional literacy.

The 2nd approach to criterion assessment is based on the levels of knowledge reproduction - understanding - application - systematization and generalization, and the corresponding rating scale. With a positive result of such an assessment, which controls, first of all, students' skills, it requires a substantial addition in the aspect of achieving their functional literacy. The application can be of varying degrees of complexity, besides for entering the global world space, the emphasis should fall on transforming activity with “going into life” within the framework of the program material under study (this is the essence of the planned functional literacy). Consequently, the second approach also does not sufficiently cover the need to achieve the expected learning outcomes and evaluate them.

For these purposes, in the laboratory of a 12-year education of the NAE named after Y. Altynsarin, the levels of educational achievements and their respective skills were correlated among themselves, and

an assessment scale was compiled. At the same time, the typology of learning situations is supplemented with a creative type (1 - typical; 2 - variable; 3 - problematic; 4 - creative); The following uses have been highlighted: reproductive, reproductive-productive, productive, creative.

Based on the integration of existing approaches and the specified supplement, the following criterion assessment system was presented.

Table 1 - The system of criteria-based assessment of the final educational achievements

<table>
<tr><th>Levels of assessment system</th><th>Learning situation</th><th>Level skills</th><th>Points</th><th>Overall points</th></tr>
<tr><td rowspan="3">1st level Traditional assessment system</td><td rowspan="2">typical</td><td>knowledge

understanding
receptive
application

reproductive
application</td><td>10

10

20</td><td>1 level - 40 points</td></tr>
<tr><td>variable</td><td>Reproductive-productive application</td><td>25</td><td>2 level – 25 points</td></tr>
<tr><td>problem</td><td>Productive application</td><td>35</td><td>3 level – 35 points</td></tr>
<tr><td colspan="5">Total for mastering the basic content of the subject-100 points</td></tr>
<tr><td rowspan="2">2nd level</td><td rowspan="2">творческая</td><td>Systematization and summarizing, the invention</td><td>50</td><td>4 level – 50 points</td></tr>
<tr><td colspan="3">Total for mastering the additional content of the subject (profile / pre-profile levels) and the applied course-50 points</td></tr>
<tr><td colspan="5">Total for mastering the basic and additional content of the subject
- 150 points</td></tr>
</table>

In accordance with this system of criteria-based assessment, a subject teacher, a methodologist, specialists of the education departments and the MESR of the Ministry of Education and Science of the Republic of Kazakhstan have the opportunity to organize the monitoring of students' academic achievements. The **novelty** of this assessment lies in the ranking of functional literacy levels. In drawing up assignments for checking the level of functional literacy, it is recommended to rely on the wording of the assignments of the International Program for the Evaluation of Academic Achievements of 15-Year-Old PISA Students [1]. The subject of assessment in PISA is not the level and quality of students' mastering of subject knowledge (curriculum), but the degree of their competence in key areas. The term “literacy” was chosen to reflect the breadth of knowledge and skills to be assessed. At the same time, it is envisaged that as the PISA program becomes established, the assessment of student competence beyond the school curriculum will become increasingly important.

The content of the final control dictates the structure of the organization of the current control (formative assessment), since without the corresponding daily assessment it is impossible to obtain the desired results in the final control.

Next comes the question of using this system in the educational process. A clear instruction on its introduction within the lesson, quarter/semester/year, level of secondary education is necessary.

Kazakhstan school is guided by a five-point system, which is not enough to rank the answers of different degrees and provide psychological comfort during the lessons. For this purpose, a 10-point scale of assessment (project), which is easy to bring under the traditional mark "1", "2", "3" ,"4", "5" and international letters "A+", "A-", "B+" ,"B-", "C+", "C-", "D+", "D-", "F+", "F-". At the same time, the

described parameters of the selected criteria are most acceptable for the organization of the educational process with an integral component for the formation of functional literacy.

Generalizing world experience, it is possible to draw certain conclusions:

1. In Sweden, there is a four-point system, but the form of evaluation is different:" not passed"," passed"," passed with honors", "passed with special distinction".

2. Austria, Spain, Portugal (primary and Junior high school), Italy (primary and Junior high school), Russia (secondary school) and some other CIS countries have maintained a 5-point system for many decades. However, for European countries 5-point system of assessment is typical for primary and Junior schools.

3. Norway and Great Britain have a seven-point system of evaluation of educational achievements in secondary school. But these systems differ in the form of evaluation: in the UK adopted the letter expression G, F, D, C, B, A, where G – "bad", A – "excellent", and in Norway – - digital: 0-2 points – below average, 3-4 – average, 5 - 6 – above average, 7 – excellent.

4. Finland, Iceland, Italy, the Netherlands and Spain have a 10-point system of assessment of educational achievements. In Europe, a 10-point adopted for high school. In addition, Italy, for example, applies a 100 – point system in high school examinations (final grades) with a minimum of 60 points.

5. In Germany, secondary education uses a 6-point evaluation system with inverse dependence, i.e. has the following quantitative and qualitative designations: 1 — sehr gut "excellent" 2 — gut "good" 3 — befriedigend "enough" 4 — ausreichend "satisfactory" 5 — manhelhaft "unsatisfactory" 6 — ungenügend "very bad" [4]. Thus, a five-point system of assessment with blurred indicators is traditional and does not meet the modern needs of education. Common multi-point system is interesting, but in different countries practiced a different number of points; the most optimal is the letter designation of achievements, which means a certain number of points. Particular attention is drawn to the scale of assessment of students ' knowledge. In addition, the basic content of education involves substantive results aimed at strengthening the functional, including practical, orientation of training. Despite the different number of points in the assessment and the divergence of views on this issue, in all these systems, the unifying core is the criterion of evaluation and differentiation of levels of assimilation of educational material of students.

As can be seen, the new requirements imply the need to update the traditional five-point grading system, which is often formal in nature (evaluation is usually placed against the background of the class level, with different levels of classes mark "5" class student weak level in reality may correspond to the mark "4" or "3" class student strong level).

The traditional system of assessment is based on 4 levels and takes into account personal-educational-activity achievements in the subject as the learning material (table 2).

Table 2-Traditional system of assessment of educational achievements of schoolchildren

№	Levels	Indications
1st	Minimal (1-2 points)	Level of achievement of mental activity
2nd	Satisfactory (3 points)	Have a difficulty
3rd	Enough (4 points)	Development of specific methods of activity
4th	High (5 points)	Level of manifestation of independent activity of students

This classification does not provide clear parameters and is easy to use, allows the teacher to put down approximate estimates against the background of the class level. The practical unreasonableness of this system of assessment can be justified by a well-known example of the low level of results of the unified national testing of graduates of most rural schools, which according to reports represent the same percentage of progress and quality of knowledge as urban schools. Or another common example: participants in subject Olympiads have the same grades in the subject, but at the same time the gap between high and low scores is very large: 95/100 points and 18/25 points (with more objective parameters of evaluation, the gap can be 20-25 points).

The process of development of functional literacy of schoolchildren determines the introduction of a new assessment system that takes into account the effectiveness of all types of educational activities, the procedural side of the assimilation of educational material and the manifestation of individual and personal qualities of students.

Thus, the implementation of the proposed assessment system involves appropriate tools that will ensure the reliability and reliability of the results of the assessment of educational achievements of students.

The introduction of such an assessment system should be based on the development of multi-level control tasks in all disciplines as the curriculum progresses. Monitoring and comprehensive assessment of educational achievements of students are used in determining the level of achievements of students in various (typical, variable, problem, creative) learning situations. The results of the monitoring will provide an assessment of the dynamics of the development of functional literacy of students, the success of students, teachers and schools, as well as the effectiveness of measures to update standards, curricula and textbooks.

The criteria-based assessment system is completely transparent in terms of the ways in which current and final marks are set, as well as the goals for which these marks are set. It is also a means of diagnosing learning problems by providing and ensuring constant contact between teacher, student and parents.

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КРИТЕРИАЛДЫ БАҒАЛАУ - ОҚЫТУ ПРОБЛЕМАЛАРЫН ДИАГНОСТИКАЛАУ ҚҰРАЛЫ

Аннотация. Критериалды бағалау жүйесін енгізу, барлық пәндер бойынша көп деңгейлі бақылау тапсырмаларын әзірлеуге негізделуі керек. Оқушылардың оқу жетістіктерінің мониторингі мен интеграциялық бағалауы, әртүрлі оқу жағдайларында, оқушылардың деңгейлік жетістіктерін анықтау үшін қолданылады. Мониторинг нәтижелері, оқушылардың функционалдық сауаттылығын дамыту, мектеп оқушыларының, мұғалімдер мен мектептердің жетістіктерін, сондай-ақ стандарттарды, оқу жоспарларын және оқулықтарды жаңарту бойынша шаралар тиімділігін бағалауды қамтамасыз етеді. Критерийлерді бағалау жүйесі ағымдағы және тоқсандық бағалардың әділ қойылуын қамтамасыз етеді. Мұғалім, оқушы мен ата-аналар арасындағы тұрақты байланыс орнатуға және қамтамасыз етуге үйретудің проблемаларын диагностикалау құралы болып табылады.

Түйін сөздер: жүйе, оқу бағдарламасы, критериалды бағалау.

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КРИТЕРИАЛЬНОЕ ОЦЕНИВАНИЯ – СРЕДСТВО ДИАГНОСТИКИ ПРОБЛЕМ ОБУЧЕНИЯ

Аннотация. Внедрение системы критериального оценивания должна базироваться на разработке разноуровневых контрольных заданий по всем дисциплинам. Мониторинг и комплексная оценка учебных достижений учащихся используются при определении уровневых достижений учащихся в различных учебных ситуациях. Результаты мониторинга обеспечат оценку динамики развития функциональной грамотности обучающегося, успешности школьников, учителей и школ, а также эффективность мероприятий по обновлению стандартов, учебных программ и учебников. Критериальная система оценивания совершенно прозрачна в смысле способов выставления текущих и итоговых отметок, а также целей, для достижения которых эти отметки ставятся. Она также является средством диагностики проблем обучения, предусматривая и обеспечивая постоянный контакт между учителем, учеником и родителями.

Ключевые слова: система, учебная программа, критериальное оценивание.

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