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CRITERION REFERENCED ASSESSMENT AND TRANSPARENCY IN TEACHING FOREIGN LANGUAGES

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Abstract. The paper reports criteria-based assessment in learning and teaching foreign languages as well as it specifies the features such as rubrics and standards. The aspects of current assessment type are juxtaposed with norm-referenced assessment. It explores principles of assessment like transparency, validity and reliability and offers some methods of implementing it more effectively in the instruction.

Key words: criteria-referenced assessment, transparency, norm-referenced assessment, rubrics, standard

English plays a special role in the independent country like Uzbekistan. As President of Uzbekistan Shavkat Mirziyoyev (2021) stated "Now it is necessary to establish a new foreign language education system in Uzbekistan that will serve as a strong basis to go forward. We have made it our mission to create a competitive state, therefore to proceed it, graduates from lyceums, colleges, and universities must speak at least two foreign languages fluently so that the stringent criteria should become the primary criterion for the work of the head of each educational institution" [Speech of the President of Uzbekistan Mirziyoyev 2021].

It is evident that more work has to be done to advance foreign language instruction at all educational levels. This includes developing teachers' abilities, providing cutting-edge resources, and creating evaluation guidelines. Additionally, they have to be created with our students' needs, interests, and unique qualities in mind. Instructors are aware that in addition to imparting knowledge, they should be able to evaluate students' progress using the right instruments and forms.

The professional community faces several obstacles as Uzbekistan education, particularly foreign language education, is modernized. One of them is the lack of a trustworthy evaluation system, which necessitates the development of a transparent, legitimate technology for evaluating the quality of education in higher education establishments.

The norm referenced evaluation system is causing a great deal of frustration in society since it is unable to mirror all the differences in students' progress and accomplishment levels. The criterion-referenced assessment is a vital assessment type in today's day and age as it serves to transform the principles of grading which is changing from assessment of learning—that is, "using assessment to judge the extent to which students have achieved intended learning results"—to assessment for learning—that is, "when instructors employ assessment descriptors to inform their instruction"[Black and William 2018: 17].

Assessment is the process of collecting and analyzing information from multiple and various sources so that to find out a thorough knowledge of what students are aware of, comprehend, and able to do with their knowledge as a result of their learning experiences

and the process finishes when assessment outcomes are applied to enhance subsequent education [Huba and Freed 2000: 79]. There are a lot of types of assessment, however, criteria-based-control corresponds to most of the principles of effective judgement. Criterion-referenced assessment refers to the process wherein teachers evaluate a student's performance on an assessment task using predetermined standards and criteria that are provided to students at the time the assignment is assigned. Standards are a precise and defined degree of accomplishment that is possible to reach. Criteria are the attributes that may be used to assess an object's quality.

Students adhere to the evaluation standards because they mold their ideas of what an assignment, for instance, should look like. The rubric encourages learners to "think," "do," and "make," not simply "understand," expectations, which goes beyond mere openness [Bearman and Ajjaw 2021: 362]. That is to say, evaluation standards do more than just explain; they both encourage and restrict action.

Criterion-referenced assessment enhances openness and evenness for students while also supporting the following assessment principles:

- Assessment design is consistent and promotes learning progression inside and across courses and programs.
- Assessment tasks are clearly associated with course-level learning goals as well as program.
- Assessment is reliable and valid, and it is carried out in an inclusive and fair manner.
- Assessment practices are consistent and transparent, and assessment information are made available to students up-to-date.

"There is a growing recognition in higher education of the necessity for increased transparency in the assessment processes"[Rust, Price and O'Donovan 2003: 147]. An assessment task's transparency indicates whether or not students grasp what needs to be done to receive a certain grade.

Since students in norm-referenced assessments are graded against their peers, it is not always evident to them what they must do to receive a particular mark. Because "students perceive they can achieve best results by pulling others back," norm-referenced assessment consequently encourages students to be more competitive [Jackson 2004: 67]. The term "side effect of assessment" has been used to describe competition. For instance, if a cohort of students performs exceptionally well in comparison to past cohorts and only a certain percentage of students can earn the highest grade, "there will not be enough rewards to go around"[Dunn, O'Reilly, and Parry 2004: 12].

Conversely, assessments that are criterion-referenced lack arbitrary isolation. If the descriptors are well-written, it makes the criteria and performance standards crystal clear to the students. Since it demonstrates how the assessment criteria and unit objectives are in line, it motivates students to concentrate on them.

Students are forced by criterion-referenced assessment to focus their time and energy on the crucial components of a task rather than wasting it on unneeded activities [Johnstone, Patterson, and Rubenstein 1998: 30]. Theoretically, when criterion-referenced assessment is applied, there should be ample rewards for all when the cohort exhibits exceptionality.

When creating criterion-referenced assessment sheets, designers should define any unclear terms for the students [Johnstone, Patterson and Rubenstein 1998: 37]. In order to specify the pivotal role of assessment in teaching and learning and the difficulties students have in understanding exactly what is required in concrete assessment tasks, it is important to devote class time to discussing the criteria and performance standards. Other tactics to promote openness include encouraging students to apply performance standards and criteria to an examination and giving them examples of marked assessments using criterion-referenced assessment [Burton and Cuffe 2005: 170]. Utilizing criterion-referenced evaluation in the course, can result in increased validity, reliability, and transparency.

The process of putting criteria-based evaluation into practice is time-consuming since it calls for carefully considering educational scenarios, reflecting on and evaluating one's own academic performance, and using a multi-point assessment scale. It is crucial that educators reconsider how they approach the new evaluation system, which calls for close attention to the student, perseverance, faith, and optimism in addition to learning the best practices and strategies for putting it into application. It is difficult to establish fully developed circumstances for each student's development and education. Of course, it's critical to address these issues at tertiary education.

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