

THE IMPLEMENTATION OF FORMATIVE ASSESSMENT IN READING SKILLS**Usmonova Zarina,**

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Abstract: The article is devoted to analyze the problems of assessment in education and suggest the effective methods to solve them. In order to get to aim we have to solve the tasks of several challenges in education system.

Key words: Constructor, assessment, education, reading, challenge, method, tasks, steps, assess, formative.

Абстракт: Статья посвящена анализу проблем оценивания в образовании и предложению эффективных методов их решения. Чтобы достичь цели, нам необходимо решить несколько задач в системе образования.

Ключевые слова: конструктор, оценивание, обучение, чтение, задача, метод, задачи, шаги, оценивание, формирующее.

“Challenges are gifts that force us to search for a new center of gravity. Don’t fight them. Just find a different way to stand.”

Oprah Winfrey

One of the important issues in educational sphere in Uzbekistan is to raise the quality of teaching education, especially teaching foreign languages in all the types of education. To reach the required standards the Republic of Uzbekistan has accepted presidential decree № 1875 in December, 2012. Here the former president of the Republic of Uzbekistan, Islom Karimov mentioned that “When our people have acquired independence after a very long period of time, when Uzbek people began determining their own way of development existed lots of inner and outer threat aimed at overturning the newly born state, to disturb the peaceful life established in Uzbekistan. The Uzbek people understood that they must strengthen the independence gained and be ready for hard obstacles which could be expected us in further steps of the development”. Here we should mention about the new teaching program.

Development of a science as a whole and a linguistic science, in particular is connected not only to the decision of actuality scientific problems, but also with features internal and foreign policy of the state, the maintenance of the state educational standards which are to the generators of progress providing social, economic society. It forms the society capable quickly to adapt in the modern world¹.

¹ I. A. Karimov ” Uzbekistan along the road of Independence and progress”, Tashkent 1993, p 67.

It is now clearly seen in the economic socio-political and cultural life of the Republic of Uzbekistan today, when we are celebrating the 20th anniversary of the National Independence of our Fatherland, Uzbekistan.

The CEFR distinguishes between formative and summative assessment² (CEFR, 9.3.5, p. 186).

Summative assessment usually refers to a student's attainment at the end of a course, as indicated by a grade or a rank. Formative assessment involves the ongoing, informal processes of assessment related to teaching and learning. This distinction raises questions not just of the order, "What do we assess?" and "How do we assess?", but more importantly, questions about the goals and purposes of assessment, it tries to reply to the question "Why?"

Within the process of learning, formative assessment involves gathering information and providing feedback for learners and teachers alike. Such feedback is effective to the extent that those receiving it are able to make use of it, particularly being able to understand it, to take it into account, and to profit from it. To do so, people need to develop a metalanguage about assessment, which may require specific training and development of awareness, which may in turn increase their motivation. As already stated, these forms of assessment are at either ends of a continuum and are complementary.

The step from formative assessment to self-assessment is short. It is not coincidental that the CEFR puts "Assessment by others and self-assessment" as the final set of pairs among the different types of assessment (CEFR, 9.3.13, pp. 191–192). From a perspective of effectiveness, self-assessment plays a considerable role. To do self-assessment, learners need to have suitable tools at their disposal. The assumption that rating on a scale and rating on a checklist (CEFR, 9.3.9, p. 189) are complementary is fully justified as shown in Chapter 3 of the CEFR and in other respects in the ELP (European Language Portfolio).

	Pre-assessment	Formative Assessment	Summative Assessment
What is it?	Assessment that is used to collect information about students.	Assessment that gathers information about student learning.	Assessment that shows what students have learned.
When is it used?	Before a lesson or new unit of study.	During a lesson or unit of study.	At the end of a lesson or unit of study.
Why is it used?	To determine the readiness level of students and to inform instruction.	To track students' progress and to make changes to instruction.	To provide evidence of what students learned.

² Committee on Standards for Educational Evaluation. (2003). The Student Evaluation Standards: How to Improve Evaluations of Students. Newbury Park, CA: Corwin Press.

Formative assessment strategies are used to check for understanding of student learning and to make decisions about current and future instruction. Through formative assessment, teachers can discover the rate at which students are learning, the current knowledge of students, what information or skills students still need to learn, and whether the learning opportunities they are providing for students is effective or if they need to change or adapt their instruction. Results of formative assessment drive instruction.

Teachers use formative assessment information to assess how their current instructional strategies are working with their students. If there are students who are struggling, teachers may need to work individually with a student, present information other ways, or adapt their current instructional strategy. Students who have appeared to master the outcome or goal being formatively assessed, may need to be further assessed or have learning opportunities planned that challenge them and are designed at their level of understanding. Teachers are also able to identify misunderstandings students may have and adapt their instruction accordingly.

Students can use formative assessment information to determine what they need to do to achieve the goals or outcomes of the unit. Students may need to adapt or to change their learning to master curriculum outcomes. The information provided by formative assessment strategies can also be used to help students reflect on current learning goals or set new goals.

Formative assessment strategies for teachers:

- ABC Brainstorming; Analogies; Checklists; Choral Response; Cloze Procedure; Concept Maps; Conferences; Computer Surveys; Demonstration Stations; Discussions; Double Entry Journals; Drawings; Email Questions; Examples/Non-Examples; Exit Cards; First of Five; Four Corners; Graffiti Wall; Graphic Organizers; Individual Whiteboards; Inside-Outside Circle; Learning Logs; List Ten Things; Matching Activities; Observations; One Minute Essays; One Minute Fluency; One Sentence Summaries; Open-Ended Questions; Paper Pass; Peer-Assessments; Placemats; Problem Solving; Questionnaires; Questioning; Quick Writes; Reflection Journals; Repeat Pre-assessments; Response Cards; Self-Assessments; Sentence Prompts; Show of Hands; Student Composed Questions; Teach a Friend; Think-Pair-Share; Three Facts and a Fib; Three Minute Pause; Three Things; Thumbs Up, Thumbs Down; Traffic Light; Turn and Talk; Whip Around;³
- **Formative assessment strategies for students:**
- Ask; Checklists; Journals; Process Exemplars; Product Exemplars; Self-Marking Quizzes; Writing Continuums.
- Formative assessment:
 - Requires students to take responsibility for their own learning
 - Communicates clear, specific learning goals
 - Focuses on goals that represent valuable educational outcomes with applicability beyond the learning context

³ Educational Technologies at Virginia Tech. "Assessment Purposes." VirginiaTech DesignShop: Lessons in Effective Teaching, available at Edtech.vt.edu. Retrieved January 29, 2009.

- Identifies the student's current knowledge/skills and the necessary steps for reaching the desired goals
- Requires development of plans for attaining the desired goals
- Encourages students to self-monitor progress toward the learning goals
- Provides examples of learning goals including, when relevant, the specific grading criteria or rubrics that will be used to evaluate the student's work
- Provides frequent assessment, including peer and student self-assessment and assessment embedded within learning activities.
- Includes feedback that is non-evaluative, specific, timely, and related to the learning goals, and that provides opportunities for the student to revise and improve work products and deepen understandings
- Promotes metacognition and reflection by students on their work
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Resources:

1. Karimov "Uzbekistan along the road of Independence and progress", Tashkent 1993, p 67.
2. Committee on Standards for Educational Evaluation. (2003). The Student Evaluation Standards: How to Improve Evaluations of Students. Newbury Park, CA: Corwin Press.
3. Educational Technologies at Virginia Tech. "Assessment Purposes." VirginiaTech DesignShop: Lessons in Effective Teaching, available at Edtech.vt.edu. Retrieved January 29, 2009.
4. Usmonova, Zarina Habibovna and Fayziyeva, Aziza Anvarovna (2019) "LEXICAL AND GRAMMATICAL PECULIARITIES OF COMPLEX TERMS IN ISAAC ASIMOV'S WORKS," Scientific Bulletin of Namangan State University: Vol.1: Iss. 5, Article 46. Available at: <https://uzjournals.edu.uz/namdu/vol1/iss5/46>