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CRITERIA-BASED ASSESSMENT SYSTEM IN THE CONTEXT OF UPDATED EDUCATIONAL CONTENT IN KAZAKHSTAN

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Abstract. The article examines the features of the criteria-based assessment system within the framework of the updated educational content in the Republic of Kazakhstan. The relevance of the study is determined by the strategic objectives of educational development, the need to improve the quality of education in accordance with international standards, and the requirements for modern learning outcomes. Particular attention is paid to ensuring the objectivity, transparency, and fairness of assessing students' academic achievements through the use of unified assessment criteria. The article reveals the main principles of criteria-based assessment, its role in improving educational quality, and the specific features of formative and summative assessment in the educational process. It also emphasizes the importance of feedback, self-assessment, and teacher support in developing students' learning skills. It is concluded that criteria-based assessment contributes to increasing learning motivation, ensuring objective evaluation of learning outcomes, improving teaching practices, and enhancing the competitiveness of graduates of Kazakhstani schools.

Keywords: updated educational content, criteria-based assessment, learning outcomes, academic achievements, formative assessment, summative assessment.

Introduction

One of the pressing issues of modern society is the formation of a person who is ready to live in socially and economically changing conditions and has a positive impact on its implementation and improvement. The specific requirements for such a person are creativity, activity, responsibility, in-depth knowledge, and professional literacy. To fulfill these requirements, the student will have to work in a completely new direction in assessing knowledge. Today, student assessment is part of the learning process.

What is the relevance of the new assessment system?

1) The current grading system used in assessing students' knowledge in the modern education system is insufficient to form any student competencies.
2) There are no clear assessment criteria when considering tasks (control, test, written works, etc.)
3) The student is only looking for a mistake and evaluates the student in comparison with another. There is a gap between the theoretical aspect and the practical application of criteria-based assessment for future teachers. However, this negatively affects self-esteem.

The relevance of the revision of the assessment process is to consider modern international standards and education quality standards, taking into account modern strategic goals in education. To ensure the need to improve the quality of education and the objectivity of educational results, and the competitiveness of Kazakhstani students abroad, students learn the need to develop standard requirements for assessing and evaluating achievements.

In 2016, the Autonomous Organization of Education "Nazarbayev Intellectual Schools" developed the methodological manuals "Assessment Guide Based on Criteria for Regional and School Coordinators", "Assessment Guide Based on Criteria for Primary School Teachers". National Academy of Education Y. Altynsaryn developed the methodological manual "Methodological and educational-methodological foundations for the implementation of criteria-

based assessment of student performance" These manuals became an indispensable teaching tool for teachers and future teachers in the current assessment system.

The regional and school criteria-based assessment guide provides terms and definitions for the assessment system, as well as practical tips on how to coordinate, organize, and manage the learning process so that students can achieve and integrate into the assessment process.

The Assessment Guide, based on the criteria for primary school teachers, outlines the methods and methods of the quarterly, annual assessment and practical suggestions that will help teachers and future primary school teachers plan and organize student performance, shaping and final assessment processes.

The term "criteria-based assessment" was first used by Robert Glaser (1963) and described how a student could determine the correspondence between academic performance and potential performance levels. Assessment based on criteria does not compare and does not depend on other students' achievements, but is also intended to provide information on the level of competence of each student.

The distinction between formative and summarizing estimates has been introduced since the 1960s.

In world practice, formative assessment is based on two types of holistic assessment schemes, all of which are briefly and in general terms, evaluating students' development through an individual assessment of the abilities identified for the purposes of the educational process. This is a quick assessment, which is done in a short time. Any approach to the whole person, not an emphasis. Analytical assessment - Monitoring and evaluating students' real abilities over a period of time.

In the first concept, a formative assessment is called an analytical assessment, and a summing assessment is called a holistic assessment.

In connection with the emergence of formative assessments, the fact that the term “formative” was first used by Michael Striven (1967) to describe the assessment process by scientists as taking place in the continuous improvement of their curriculum is widely used. He also said that the assessment “will allow school leaders to decide whether they have a significant advantage over other alternatives in terms of justifying the costs incurred by the school system by redesigning and applying the assessment process in its original role.” At the same time, the terms “formative” and “cumulative” are used to classify grades.

Two years later, Benjamin Bloom (1969) applied the same distinction to school tests: learning — using a “formative grade” to make adjustments at every learning process stage. Formative assessment refers to assessment based on short tests used by teachers and students in the learning process. Although such tests can be used as part of an assessment and assist in making judgments, it is more efficient to use formative assessment as an additional tool for direct learning, separating it from the assessment process.

In his later work with colleagues, Benjamin Bloom continued to use the term “formative assessment”, and in higher education institutions in Great Britain, the term “formative assessment” was used to describe “any assessment before the basic assessment”. However, in the 70s and early 80s of the twentieth century, researchers and practitioners did not miss this term. The terms “generative assessment” and “formative assessment” are commonly used to refer to formal assessment procedures, such as tests.

Conclusions Natriello (1987) and Crooks (1988) reviewed the impact of formative assessment on the Black and William class (1998). To ensure that the information in their reviews was accessible, they prepared an article for teachers and politicians about the impact of their research on politics and practice. Black and Williams (1998) gave the formative assessment the following definition: "We cover all the measures that teachers and students accept to evaluate yourself. For this purpose, we use the general term "assessment," which can be used as feedback to transform the learning process. We get information that can be used. If these arguments are used to adapt learning to student needs, then such an assessment will be a formative assessment".

Looney defines: "Formative assessment is a frequent interactive assessment of student performance and use of material to identify learning needs and change the learning process accordingly" (2005).

Kahl: "Formative assessment is a tool that teachers use to assess students' skills in mastering current topics and skills. This is the "core" for identifying misunderstandings and problems of students that they do not understand in a particular topic" (2005).

Findings from Evaluation Practices The UK Reform Evaluation Team presents seven evaluation principles:

- is an integral part of teaching and learning;
- introduce children to learning objectives;
- focused on the study and support of standards;
- includes participation in self-esteem;
- provide children with feedback to help them determine their next steps and how to use them;
- strengthens the confidence of each student in learning;
- Review and analyze assessment data by both students and teachers (Broughfut et al., 1999).

When searching for a term describing such an assessment, they suggested that the term "formative assessment" may be useless because of its wide range of uses:

The term "formative" can be interpreted in different ways and, as a rule, means an assessment, which is often carried out and planned along with training. Such an assessment does not have to include all characteristics that are considered useful for learning. This can help the teacher identify areas that require detailed explanation or practice. Evaluation of feedback given to students in their work may not indicate how they can move forward in the learning process, only if they indicate that they completed the task well or not (Broad foot et al., 1999).

Broad foot, Daugherty, Gardner, Harlan, James, Stobart (2002) and other scholars have identified themselves as “the process of finding and interpreting evidence by students and teachers to help them decide what stage of training they are in, which direction they should go,” and support the term “grade for learning.”

Previously, the term “reading assessment” was published in an article by Harry Black (1986). The term is also the title of an article by the American Association of Educational Researchers (James, 1992), and three years later is named after Ruth Sutton (1995). In the United States, Rick Stringiness is one of the most revered authors of the term.

Based on the work of two conferences in the UK (2001) and the USA (2005), the following definition was adopted at the International Conference on Reading Assessment in Denmark in 2009:

Assessment for learning is part of the daily work of students, teachers, and classmates who seek, think, think, communicate, and present information and thus improve their daily reading (Klenowski, 2009).

Of course, the phrase “reading assessment” is more attractive than “reading for assessment”, but, as Bennett (2009) says, replacing one term with another can only make the definition difficult.

However, as Black, William, and their colleagues point out, the difference between reading assessment and assessment for reading, on the one hand, differs between formative grade and summing grade, on the other.

The first difference mentioned above relates to the purpose for which the assessment is being carried out and the second directly to its intended purpose. Black, William, and their colleagues found a connection between reading assessment and formative assessment: “Assessment for learning is, first of all, an assessment that is designed and used to facilitate student learning. Thus, it differs from an assessment designed to report, evaluate, or confirm qualifications. Assessment exercises only facilitate learning if they provide information that teachers and students can use to evaluate themselves and each other. Assessment can be “formative” only if it is taken into account in the learning process to meet the training needs.

According to Cronbach (1971), assessment is a conclusion procedure. Assessment is cumulative if it is related to the student’s current level of academic performance or his or her future achievement. If the conclusion refers to a set of exercises that will maximize further learning,

assessment will play a role in the formulation. However, the difference between the summarizing assessment and the formative assessment is not in the type of assessment but the type of judgment based on the information obtained. The same information obtained during the assessment can be used for two different conclusions. In general, it is easier to determine at what stage a student is studying than to take the following steps.

In a discussion of this definition, Black and William (there) point to several questions:

1. Teacher, student, or classmate - everyone can make a formative assessment.
2. The determination is directed to the decision. The focus is on decision making, not data-based decision making. In particular, data-based decision making can be compared to data-based decision making. (Weiner, 2011). This is important because decision-making may be based on data collection, not what students can do to help students achieve their goals, so the requirements for what students need to learn are not in focus. Moreover, when it comes to deciding what to do, he only collects data that complements a specific conclusion.
3. The definition does not require a correct conclusion about the next steps in learning. Given the complexity of teaching people, it can hardly be guaranteed that any training order will have a positive effect. The data collected confirm the correctness of the assessment.
4. The definition does not require a transformation of training as a result of the explanation of the evidence. Evidence gathered during the assessment may indicate that the teacher's initial actions are, in fact, the best course of action.

Black and William argue that one of the consequences of their definition is that formative assessment seeks to "create" potential learning moments in order to simplify the learning process and ensure it " (2009).

Teachers, classmates, and students learn to build and stabilize at such a time-consuming moment, including planning education, taking into account curricula, pedagogy, psychology, and the theory of knowledge. However, with particular emphasis on these potential learning stages, aspects of learning that can be considered "assessment" are ignored, which prevents the concept of formative assessment from expanding to an all-encompassing level at which necessary questions are ignored.

However, the Learning in the Learning (AFL) program, which aims to identify ways to improve learning and teaching methods, has been used since 1999. The reason for this was "the publication of the same pamphlet entitled "Reform Assessment Team (AFL), a British academic who has been working since 1989 to educate teachers and meteorologists on the results of the study"

Thus, the concept of teacher assessment has gained popularity since 1999, and teacher courses in Kazakhstan begin in 2012.

FORMATIVE ASSESSMENT; SUMMATIVE ASSESSMENT

1. Analytical assessment - continuous monitoring and evaluation over a certain period of time with the provision of certain student abilities.
2. Holistic assessment is used where learning or performance objectives are inter-related.
3. Formative assessment is a reflection of internal quality control.
4. Final assessment - determining how well the final product will function in real life.
5. Evaluation for reading is a process used to find and interpret data.
6. Assessment of training - carried out at the end of training cycles and stages.
7. Formative assessment - the current assessment of training, which provides teachers, students and other participants in the educational process with the information necessary to improve their learning.
8. Summary assessment - summing up the learning outcomes for the purpose of classification, certification and registration of learning outcomes.

In conclusion, Black and William (2012) examined formative assessment in terms of cultural and historical theory, while Perrenoud (1998) examined it in a broader conceptual context.

In the textbook Russian scientist Goltseva, Y. by "Teaching Teachers to Form Teachers, Changing the Results of Dates", the procedure for conducting an internal assessment of the analysis results was analyzed as follows.

The procedure for conducting an internal evaluation of results

1) The primary school grading system uses the following types of internal grading: initial diagnosis, current grading, final grading, and final grading — the Personal Achievements folder.

2) Initial diagnosis - an assessment procedure by which the initial (starting) level of knowledge, skills, and abilities, as well as the level of student development during the transition from one stage of training to another, are determined.

3) In the first year and second semester of study - a continuous learning process, which involves identifying individual dynamics of the quality of study of the subject and the involvement of students in the process of self-control and self-esteem?

4) The current evaluation procedure. The current assessment includes a comprehensive assessment of learning outcomes and the diagnosis of personal, met disciplinary and subject results. The diagnostics of the results of personal development. This is accomplished by various methods (diagnostic work, questionnaires, pedagogical observation, etc.)

Diagnosis is carried out in the form of an uncertified work (which should not be signed), which assesses the personal qualities of a primary school student: behavior, determination of life position, cultural choice, motives, and personal goals. The total score summarizes theresults.

The diagnosis of discipline results. Diagnostic material includes tasks on competency, which requirean elementary school student to perform cognitive, regulatory, and communicativeactions. Different methods carry out the diagnosis of theresults of the study. During thediagnosis, students choosetheproduct themselves: conclusion, assessment, generalization, etc. b. knowledgeand skills that will lead to thecreation of a successful business.

Assessment of theachievement of thesubject of results is carried out during the final exam. Their achievements will bechecked during thecurrent and interim assessment, and the results will be recorded in aseparatefolder and will betaken into account when determining thefinal grade.

5) Themarking procedure of the current marking. In theprocess of non-wastetraining, grades are determined using scales, charts, slots, colored wheels.

6) Evaluation criteriaaredetermined by profitability criteria. 1) low level; 2) therequired (basic, average) level; 3) at ahigher (program, higher) level.

Although the concept of formativeassessment was formed at a conceptual level that emphasized the role of the teacher more than a century ago, given the role that formativeassessment plays in teaching, in particular, many studies on formativeassessment are important for a proper understanding of the role of formativeassessment in improving learning and the role of students and their classmates.

Simultaneously, one of the other effective ways to establish a connection between formativeassessment and student-led learning is to strengthen the practical aspects of formativeassessment and the theoretical aspects offered by student-led learning for productive negotiations with researchers and practitioners.

A future elementary school teacher should be able to:

- understand the types of assessment and their types, the placeand role of assessment in theeducational process, as well as how it is possible to conduct a summing and formativeassessment;
- use formativeassessment methods and the final assessment process when teaching subjects to primary schoolchildren;
- studies the methods of self-assessment and assessment of primary school students, develops a portfolio and presentations related to criteria-based assessment;
- develops teaching methods and lesson plans for the formation of assessments using tasks of critical thinking;
- useeffective feedback forms;
- moderate unit / general assessment criteria, descriptors, and final grades for each unit/topic, and develop parental competencies.

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СИСТЕМА КРИТЕРИАЛЬНОГО ОЦЕНИВАНИЯ В УСЛОВИЯХ ОБНОВЛЁННОГО СОДЕРЖАНИЯ ОБРАЗОВАНИЯ КАЗАХСТАНА

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Аннотация. В статье рассматриваются особенности системы критериального оценивания в рамках обновлённого содержания образования в Республике Казахстан. Актуальность исследования определяется стратегическими задачами развития образования, необходимостью повышения качества обучения в соответствии с международными стандартами, а также требованиями к современным результатам обучения. Особое внимание уделяется обеспечению объективности, прозрачности и справедливости оценки учебных достижений учащихся посредством применения единых критериев оценивания. В статье раскрываются основные принципы критериального оценивания, его роль в повышении качества образования, а также особенности формативного и суммативного оценивания в образовательном процессе. Кроме того, подчёркивается значимость обратной связи, самооценки и поддержки со стороны учителя в развитии учебных навыков учащихся. Сделан вывод о том, что критериальное оценивание способствует повышению учебной мотивации, обеспечению объективной оценки результатов обучения, совершенствованию педагогической практики и повышению конкурентоспособности выпускников казахстанских школ.

Ключевые слова: обновлённое содержание образования, критериальное оценивание, результаты обучения, учебные достижения, формативное оценивание, суммативное оценивание.

ҚАЗАҚСТАНДАҒЫ ЖАҢАРТЫЛҒАН БІЛІМ БЕРУ МАЗМҰНЫ ЖАҒДАЙЫНДАҒЫ КРИТЕРИАЛДЫ БАҒАЛАУ ЖҮЙЕСІ

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Аңдатпа. Мақалада Қазақстан Республикасындағы жаңартылған білім беру мазмұны аясындағы критериалды бағалау жүйесінің ерекшеліктері қарастырылады. Зерттеудің өзектілігі білім беруді дамытудың стратегиялық міндеттерімен, білім сапасын халықаралық стандарттарға сәйкес арттыру қажеттілігімен, сондай-ақ оқытудың заманауи нәтижелеріне қойылатын талаптармен айқындалады. Оқушылардың оқу жетістіктерін бағалаудың объективтілігін, ашықтығын және әділдігін қамтамасыз етуге ерекше назар аударылады. Бұл бірыңғай бағалау критерийлерін қолдану арқылы жүзеге асырылады. Мақалада критериалды бағалаудың негізгі қағидаттары, оның білім сапасын арттырудағы рөлі, сондай-ақ білім беру үдерісіндегі қалыптастырушы және жиынтық бағалаудың ерекшеліктері ашылады. Сонымен қатар, оқушылардың оқу дағдыларын дамытуда кері байланыстың, өзін-өзі бағалаудың және мұғалім тарапынан көрсетілетін қолдаудың маңыздылығы атап өтіледі. Зерттеу қорытындысында критериалды бағалау оқу мотивациясын арттыруға, оқу нәтижелерін объективті бағалауға, педагогикалық тәжірибені жетілдіруге және қазақстандық мектеп түлектерінің бәсекеге қабілеттілігін арттыруға ықпал ететіні тұжырымдалады.

Түйін сөздер: жаңартылған білім беру мазмұны, критериалды бағалау, оқу нәтижелері, оқу жетістіктері, қалыптастырушы бағалау, жиынтық бағалау.