

## LEARNING AND ASSESSMENT

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### Abstract:

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and make note the academic readiness, learning progress, skill acquisition, or educational needs of students. What exactly do we mean when we talk about assessment of student learning? At the course level, assessment provides important data on the breadth and depth of student learning. Assessment is more than grading. It's about measuring the progress of student learning. Thus, assessment is defined as a

"Process of gathering data to better understand the strengths and weaknesses of student learning" (Harris and Hodges, 1995).

Assessment for learning (AFL) is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard.

**Key words:** the term assessment, assessment for learning, methods and tools, learner-centered assessment, to evaluate, performance.

### Introduction.

Assessment plays an important role in the process of learning and motivation. The types of assessment tasks that we ask our students to do determine how students will approach the learning task and what study behaviours they will use. In the words of higher education scholar John Biggs, "What and how students learn depends to a major extent on how they think they will be assessed." (1999, p. 141).

Nowadays great attention is paid to quality education even to primary level. The study was carried out to meet the growing demands for evidence on learning to support and inform the ongoing reforms in education sector in Uzbekistan. The country unleashed a series of sector-wide reforms in 2017 under the Uzbekistan Development Strategy 2017-2021, aimed at economic growth, employment generation and enhancing the human capital potential. The country's demographic window of opportunity requires focusing on quality of education. Uzbekistan's commitment to international Sustainable Development Goals (SDG) require the tracking of learning among children. Uzbekistan has also decided to participate in Programme for International Students' Assessment (PISA) 2021.

The followings are various definitions of assessment and the role it plays in teaching and learning:

1. Assessment involves the use of empirical data on student learning to refine programs and improve student learning. (Assessing Academic Programs in Higher Education by Allen 2004)
2. Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)
3. Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. (Assessing Student Learning

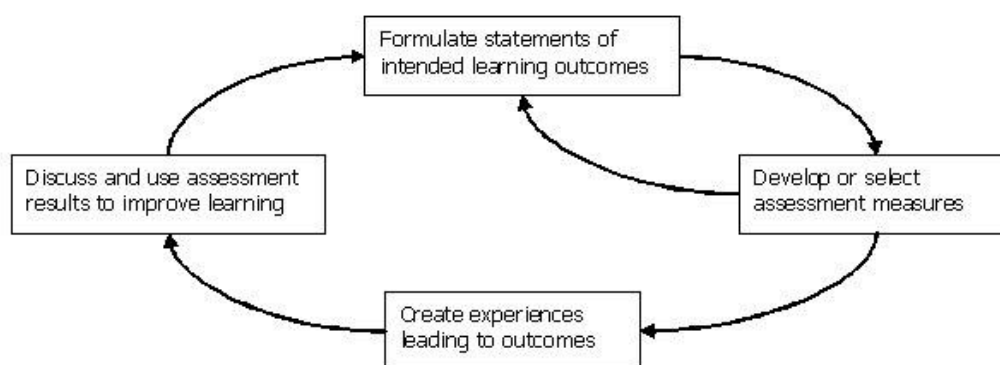
and Development: A Guide to the Principles, Goals, and Methods of Determining College Outcomes by Erwin 1991)

4. Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Assessment Essentials: planning, implementing, and improving assessment in higher education by Palomba and Banta

Assessment begins with the goals for student learning articulated in the Institution Mission and Outcomes Statements. These institutional goals are implemented at the program and course levels. Assessment at these levels provides information that enables the Higher Educational facility to determine the extent to which its goals for student learning are being met. Assessment data also guides revision at the program and course levels designed to enhance student learning.

## Fundamental Components of Assessment

Four fundamental elements of learner-centered assessment:



1. Formulating Statements of Intended Learning Outcomes - statements describing intentions about what students should know, understand, and be able to do with their knowledge when they graduate.
2. Developing or Selecting Assessment Measures - designing or selecting data gathering measures to assess whether or not our intended learning outcomes have been achieved. Includes
  1. Direct assessments - projects, products, papers/theses, exhibitions, performances, case studies, clinical evaluations, portfolios, interviews, and oral exams - which ask students to demonstrate what they know or can do with their knowledge.
  2. Indirect assessments - self-report measures such as surveys - in which respondents share their perceptions about what graduates know or can do with their knowledge.
3. Creating Experiences Leading to Outcomes - ensuring that students have experiences both in and outside their courses that help them achieve the intended learning outcomes.
4. Discussing and Using Assessment Results to Improve Teaching and Learning - using the results to improve individual student performance. (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)

## The Assessment Cycle

The following fundamental components were translated into an assessment cycle that includes four stages: Plan-Do-Check-Act.

- Plan - What do I want students to learn?

This stage includes the first fundamental component of assessment: Formulating Statements of Intended Learning Outcomes

- Do - How do I teach effectively?  
This stage includes the second and third fundamental components: Developing or Selecting Assessment Measures & Creating Experiences Leading to Outcomes.
- Check - Are my outcomes being met?  
This stage involves evaluation of assessment data (part of the fourth component).
- Act - How do I use what I've learned?  
This stage involves reinforcing successful practices and making revisions to enhance student learning (part of the fourth component).

### **Conclusion.**

The idea that assessment can support learning is not a new idea. It is inconceivable that those involved in the earliest attempts to communicate ideas, skills, or practices to others did not realize that such attempts could not be guaranteed to be successful, and that effective instruction therefore required evaluation, and adjustment. However, it is only forty years since Benjamin Bloom first suggested that it might be useful or illuminative to examine these processes as assessment. Given the importance of assessment for student learning, it is important to consider how to best measure the learning that you want your students to achieve. Assessment should integrate grading, learning, and motivation for your students. Well-designed assessment methods provide valuable information about student learning. They tell us what students learned, how well they learned it, and where they struggled.

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