

NEW TYPES OF SUMMATIVE ASSESSMENT ACCORDING TO THE UPDATED CURRICULUM CONTENT

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In this article, the authors propose their own summative assessment system for pupils. Criterial evaluation in the educational process is aimed at solving a number of urgent problems. Methodical recommendations will help the teachers in planning, organizing and conducting summative assessment on the subject “English” for pupils of Grade 3. A specification with a scoring scheme is proposed for a quarter summative evaluation. Guidelines are aimed to help primary school teachers, school methodologists of education departments on criteria-based assessment.

Key words: *summative assessment, updated curriculum content, critical thinking, grade 3, teaching the English language, criteria, skills*

Modernization of the education system is primarily connected with updated content, ensuring its active and developing nature. Today the modern school in Kazakhstan is the result of huge changes that have occurred in the system of domestic education in recent years. Updated content of education in the Republic of Kazakhstan sets a goal – to improve teachers’ pedagogical skills in the context of updating educational program and introduce a system of criterial evaluation according to D. Bruner’s cognitive theory. Critical thinking evaluation encourages reviewing of material that will become more complicated throughout school education will give an enormous advantage in the development of a modern student than traditional forms of assessment. Social changes in the life of society dictate to the school the requirement to update the content of secondary general education in order to provide the younger generation with the capacity to obtain a quality general education.

The procedure for organizing the assessment process for a primary school student has achieved some success in implementing the ideas of updated teaching and learning programs in the schools of the republic, where the assessment process is part of the teaching and learning. The processes of conducting formative and summative assessment are no longer a problem; for three years, teachers have gained practical experience in this direction. At this stage, the primary school teacher quite competently organizes the assessment process, involving each student in the procedure of their own development, and effectively uses in practice the tools aimed at developing the assessment skills and abilities of the younger student. The principles laid down in the curricula in the subjects of primary school, reveal the objectives of learning, which are aimed at shaping the ways of each student’s activities, for example: to explain, to analyze, to apply and to describe. These verbs indicate the content of the tasks, which should «shoot» at the goal of the lesson, more accurately characterize the student’s activity and its performance by the end of the lesson.

The urgency of this paper is determined by the fact that the sphere of thinking and assessment is a profitable field for the study, as it fully expresses the peculiarities of national content of education. Our goal is to conduct a detailed review of the critical thinking evaluation and to formulate new type of summative assessment for 3rd class .

Doctor of Pedagogical Sciences, professor M.V. Klarin states that critical thinking plays a major role in ensuring the truthfulness of a rational, reflective thought, or choice of the right direction. In this case, it incorporates critical thinking and inclination [1, p. 28].

During the last decade of the XX century many studies have been based on investigating critical thinking. Theoretical basics of a term «critical thinking» were studied in research works of scholars as Temple Ch., Meredith K., Steel J. emphasize that: «It involves exploring critical thinking skills by looking for problematic questions and seeking complete answers. Critical thinking is not a personal skill, it is a set of all flexibilities. The concept, which is skeptical-logically in the whole truth, requires a logframe, creating a reason-and-effect diagram, giving arguments and commenting on arguments» [2, p. 88].

The American philosopher and educator J. Dewey examines critical thinking as a process of perceiving human consciousness as a process of understanding the stabilized ideas, creating new ideas or solving various problems [3, p. 124].

Criterion assessment is a systemic process, which makes it possible, through summative and formative evaluation, to observe how the learning process is going on and what the effectiveness of each

child is. Naturally, in this process all operations of high-level thinking activity are involved, as children analyze, evaluate, compare with the standard and predict the results of their activities. Therefore, it is impossible to organize the evaluating process if there is a lack of critical thinking skills. The essence of «critical thinking» by D. Halpern is «a system of judgments that is used to analyze things and events with the formulation of valid conclusions and allows you to make reasonable assessments, interpretations, and correctly apply the results to situations and problems» [4, p. 4].

«To think critically means to show curiosity and use research methods: to pose questions, carry out a systematic search for answers <...> Critical thinking means developing a point of view on a specific issue and the ability to defend this point of view by reasoning» [5, p. 37].

Critical thinking is an open thinking, not accepting dogma, developing by imposing new information on personal life experience. Teachers agree that critical thinking should be taught, because spontaneous development does not provide the proper level. Teaching critical thinking implies mastering such skills, for example: using arguments in discussion, looking at old ideas from a new point of view, distinguishing facts from assumptions, making a distinction between reasonable judgment and unfounded evaluation, highlighting cause-effect relationships, seeing errors in the studied material, establish rational ways to eliminate them [6].

Any lesson involves assessing the student and his knowledge. To collect data on academic performance and progress in learning during the academic year, two types of evaluation are fulfilled out: formative assessment (FA) and summative assessment (SA).

Summative evaluation is conducted to determine and fix the level of learning content of the curriculum for a certain period of study. In the process of recording, evidence, demonstrating the knowledge and skills of students according to the content of the curriculum. The cumulative assessment is carried out for a quarter (cumulative assessment for the section/cross-cutting theme), at the end of the quarter (cumulative quarter assessment) and at the completion of the level of education (basic secondary, general average).

A summative estimate for a quarter measures progress in training for a quarter and provides evidence of knowledge, skills, and understanding of the content of the curriculum. A summative quarter assessment is carried out at the end of the training quarter with the scoring, which is taken into account when ranking for a quarter. A summative assessment for a quarter presupposes carrying out various types of control and verification work. In the development of summary work, it is necessary to take into account that they must include different levels of tasks that will demonstrate achievement of different levels of thinking skills, including checking the levels of high-order thinking: analysis, synthesis and evaluation.

During our research, emphasizing essential parts of each skills we have formulated our own Summative assessment.

Methodical recommendations are made to help the teacher in planning, organizing and conducting summative assessment on the subject «English» for students of grade 3. Guidelines prepared on the basis of the curriculum and calendar thematic plan. Tasks for summative assessment for a cross-cutting topic will allow the teacher to determine the level of achievement of the learning goals by students by a quarter.

For a summative assessment for a section/cross-cutting topic, methodological recommendations suggest tasks, evaluation criteria with descriptors and points. Also there is a description of students' possible academic achievement levels (headings). Assignments with descriptors and points are advisory in nature.

*Specification of Summative Assessment for term 1
(Units 1-2)*

Aim of the Summative Assessment for the term

- *Summative Assessment is aimed to assess learners' success in terms of the learning objectives achievement and reveal their level of knowledge and skills acquired during the term within the framework of updating the secondary education content.*
- *Specification describes the content and procedure for the delivery of the Summative Assessment for the term in «English» in Grade 3.*

The document defining the content of the Summative Assessment for the term

- ✓ *Subject Programme in “English” (within the framework of updating the primary education content) for primary education (Grades 1 – 4).*

Review of Summative Assessment for the term 1.

Duration - 40 minutes.

Total marks - 20.

Speaking task is conducted separately.

Level of thinking skills

- Analysis
- Synthesis
- Evaluation

The structure of the Summative Assessment

Different types of multiple choice and open-ended tasks are used in the Summative Assessment for term. This Assessment consists of 4 tasks. True/False tasks offer a series of statements each of which should be judged as true or false according to the talk. Open-ended tasks require learners follow instructions, answer the questions in words, expressions and sentences. Gap filling tasks require learners to put word(s) in the spaces provided.

Listening

Task 1: Look at the picture. Listen to the sentences and underline the right word.

Text for listening: Aisaule is ten years old and she is from Almaty. She has got long and brown hair. She has got brown eyes. She has got two pets: a dog and a cat. Their names are Borzik and Tuzik. Tuzik, the dog has got a small house in the garden. Aisaule's cat, Borzik is 3 years old and very kind. Borzik can run and jump. Borzik eats fish, sausages and drinks milk. Aisaule takes Tuzik for a walk and teaches her dog to play football. Aisaule is a happy child, who has pets.

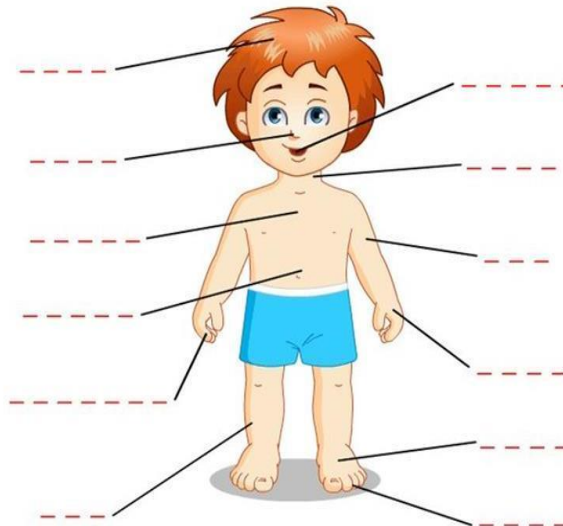
Example is given: Aisaule has got a spider / pets

1. Aisaule has brown/ blonde hair
2. Tuzik is a cat/dog.
3. The dog Tuzik/Borzik has a small house
4. Tuzik/Borzik eats sausages and drinks milk
5. Aisaule has a fish/dog



Reading. Task 2: Look at the picture of Dan. Fill the gaps

head	mouth	chest	fingers	arm	foot
nose	neck	tummy	leg	hand	toes



Writing task 3. These are the rules at my school. Circle True or False for these sentences.

- | | | | | |
|---|------|----------------------------------|-------|--|
| a. You must pay attention at school. | True | <input checked="" type="radio"/> | False | |
| b. You must be quiet in the library. | True | <input type="radio"/> | False | |
| c. You mustn't wear trainers when you do sport. | True | <input type="radio"/> | False | |
| d. You must shout at the museum. | True | <input type="radio"/> | False | |
| e. You mustn't run across the road. | True | <input type="radio"/> | False | |
| f. You must look after your pets. | True | <input type="radio"/> | False | |
| g. You mustn't keep your bedroom tidy. | True | <input type="radio"/> | False | |

Speaking. Task 4. Look at the pictures and talk about man-made and natural sources of light



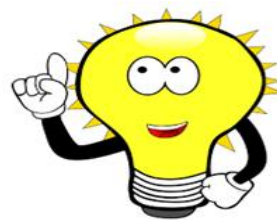
SUN



COMPUTER



FIREPLACE



BULB



CANDLE



MOON&STARS



TRAFFIC LIGHTS



FLASHLIGHT

Evaluation sheet

Cross curricular unit	Skills	Learning objective	Task №	Descriptor	Marks
Animals. Light&Dark	Listening	3.L6 Understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics	1	Understanding factual information on the topic “pets” Understanding the use of have got/has got and its meaning in the context	5
	Reading	3.R5 Understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues	2	Open ended task. Learners look at the picture “Human Body” and write in correct order.	5
	Writing	3.W1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics	3	Open ended task. Learners choose right rules at school. Learners should circle appropriate information according to the plan.	5
	Speaking	3.S1 make basic statements which provide personal information on a limited range of general topics	4	Open ended task. Learners look at the pictures and give answers to the task	5
Total					20

For a quarter summative evaluation, a specification with a scoring scheme is proposed. This document has not standardized yet and in this regard we want to suggest it like mandatory for summative assessment for a quarter.

This article has been prepared according to dissertation work “Evaluation system of students’ knowledge in the English language within the updated content of education” by N.M.Makhatova, that is in the process of writing. This set was only an example of a complex. Technological map is made for examination, and was held on the basis of University and Karaganda region schools. It also was attended by University students (10), school teachers (12) and scientist-teachers (2).

Examination of the summative assessment tasks

The name of the subject: «English» L3

Class (academic year): _____

Table 1. Technological map - Examination criteria of educational tasks for the summative assessment

The examination parameters	Score in points			
	1 point	2 points	3 points	4 points
1. Compliance of tasks with standard training programs				
2. Compliance of tasks with the General requirements of the criterial assessmentsystem				
3. Compliance of criteria assessment to the learning objectives				
4. Compliance of descriptors to the evaluation criteria				
5. Compliance of the task volume to the students age peculiarities				
6. Compliance of the taskvolume to the time allotted for fulfillment (40 min)				
Total points				

The examination descriptors of educational tasks for the summative assessment

1 point-unsatisfactory

2 points-satisfactory

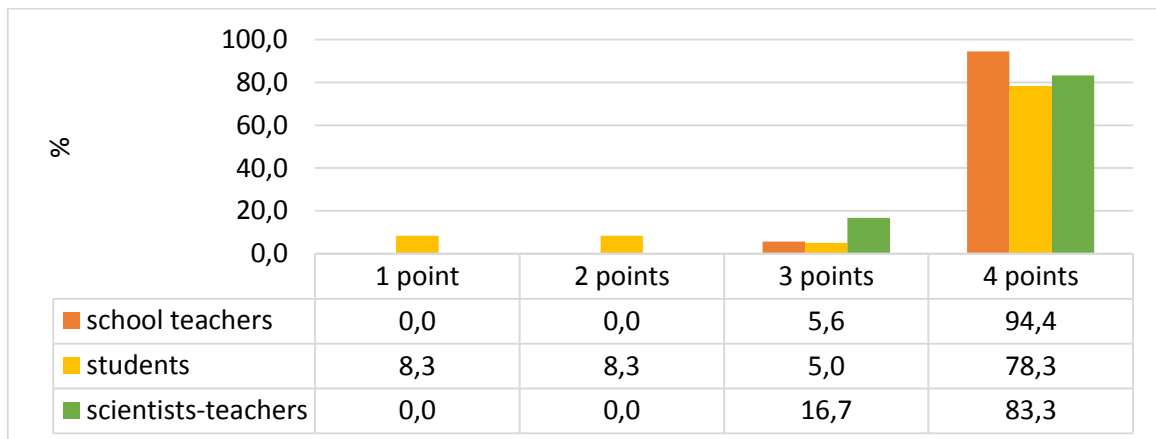
3 points – good

4 points-excellent

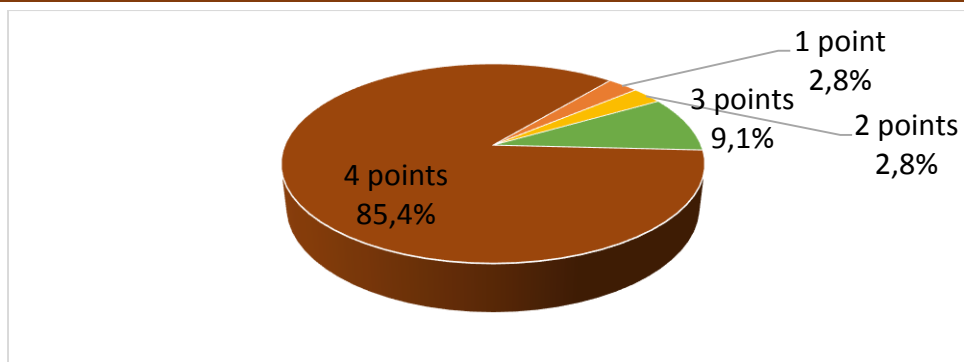
Table 2. Examination results

	1 point	2 points	3 points	4 points
school teachers (12)	0,0	0,0	5,6	94,4
students (10)	8,3	8,3	5,0	78,3
scientists-teachers(2).	0,0	0,0	16,7	83,3
Share of ratings (in%)	2,8	2,8	9,1	85,4

Bar chart 1. The results of the examination in the parameters



Pie chart 1. The overall results of the examination



Summing up, we were convinced that analysis results of prepared set of tasks for the control and assessment of students' knowledge in the English language are important not only to assess the knowledge gained, but also to change the content and forms of the lesson, for the organization of extracurricular activities. After all, the tasks are prepared for students' creative abilities development. Overall, 85.4% of respondents reacted positively to our complex of summative assessment tasks.

Table 2. Calculation and evaluation [7, p. 39]. Assessment for term.

Summative assessment scores for section 1	Summative assessment scores for section 2	Summative assessment scores for section 3	Scores for summative assessment for a quarter	Quarter grade
	50%		50%	100%

Complex of exercises are intended for primary school teachers, school administrators, methodologists of education departments, school and regional coordinators for criteria-based assessment, and other stakeholders.

In preparing the guidelines, resources were used (drawings, photographs, texts, video and audio materials, etc.) that are publicly available on official websites.

The updated educational program is aimed at the formation of functional literacy among schoolchildren – this is the development of four types of speech activity (listening, speaking, reading and writing), as well as communicative competence, critical thinking, problem solving, computer literacy and creativity[8]. New evaluation tools have been introduced into the learning process: criteria, different levels of tasks, descriptors, levels of educational achievements, scores, assessments, etc., which greatly increases the opportunities for teachers and students to learn and evaluate.

The criterial system of assessment, which allows to depart from the subject-expert evaluation of knowledge, in the long term is aimed at developing a competitively capable person, ready to interact with the surrounding world, self-learning and personal self-determination. At the same time, the learner's activity, his involvement in the learning process, is ensured by the fact that the criterion evaluation performs a feedback function when the student receives information about his successes and failures. Thus, solving the problem of objective assessment of students, the criterial approach stimulates them to achieve not only a higher result, but also an independent setting of goals in the learning process.

Thus, in the context of the updated curriculum of education in Kazakhstan, a criterial system for assessing the learning achievements of students is being introduced and we have emphasized the main meaning of assessment in students' life. V. S. Bezrukova states that evaluation – one of the forms of education, as evaluation encourages students to analyze, monitor, evaluate the work; educates organization, consistency, perseverance, willness and other qualities of students; orients students to the system of social and intellectual values.» [9, p. 128]. The problem of evaluation as a component of learning activity is multidimensional. This process requires careful attention of teachers and parents. Comprehensive study of the psychological and pedagogical implications of the introduction of criterial evaluation in the educational process is aimed at solving a number of urgent problems: students' self-regulation and self-organization development, which ultimately should lead to the formation of successful experience in self-education.

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НОВЫЕ ТИПЫ СУММАТИВНОГО ОЦЕНИВАНИЯ В УСЛОВИЯХ ОБНОВЛЕННОГО СОДЕРЖАНИЯ ОБРАЗОВАНИЯ

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В данной статье авторы предлагают собственную систему суммативной итоговой оценки для учеников. Критериальная оценка в образовательном процессе направлена на решение ряда актуальных задач. Комплекс упражнений поможет учителям в планировании, организации и проведении итоговой оценки по предмету «Английский язык» для учащихся 3 класса. Схемы с учетом детализации оценивания предлагаются для итоговой оценки за четверть. Методические рекомендации направлены на то, чтобы помочь учителям начальных классов, школьным методистам отделов образования для оценивания учеников по критериальной системе.

Ключевые слова: суммативное оценивание, обновленное содержание образования, критическое мышление, 3 класс, преподавание английского языка, критерии, умения

БІЛІМ БЕРУДІҢ ЖАҢАРТЫЛҒАН МАЗМҰНЫ ЖАҒДАЙЫНДА ЖИЫНТЫҚ БАҒАЛАУДЫҢ ЖАҢА ТҮРЛЕРІ

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Мақалада авторлар оқушыларға арналған жиынтық қорытынды бағалау бойынша тапсырмалар кешенін ұсынады. Сыни тұрғыдан бағалау білім беру үдерісінің өзекті міндеттерін шешуге бағытталған. Тапсырмалар кешені мұғалімдерге 3 - сынып оқушыларының «Ағылшын тілі» пәнін жоспарлауды,

ұйымдастыруды және бағалауды жетілдіруге көмектеседі. Баға қоюда дәлдікті қамтамасыз ететін тоқсанға арналған жиынтық бағалау ұсынылады. Әдістемелік ұсыныстар критериалды бағалау үшін бастауыш сынып мұғалімдеріне, білім бөлімдерінің әдіскерлеріне көмек көрсетуге бағытталған.

Түйін сөздер: жиынтық бағалау, жаңартылған оқу бағдарламасы, сыни тұрғыдан ойлау, ағылшын тілін оқыту, 3 сынып, критерийлер, дағдылар

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