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CRITERION REFERENCED ASSESSMENT IN FOREIGN LANGUAGE EDUCATION: PRESENTATION AS A TOOL

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Assessment is indispensable part of teaching and learning process. Criterion referenced assessment is a hot issue in Kazakhstan secondary and higher education system where the foreign language is inseparable. This paper attempts to deal with criterion referenced assessment purpose, functions and principles, as well as comparison with norm referenced assessment. The purpose of this article is to consider the technology of criterion referenced assessment as a way to increase motivation in mastering a foreign language at school and university and to prove its effectiveness in the process of learning a foreign language. A further possible presentation assessment criterion is offered as an alternative sound form for formative and summative assessment.

Keywords: norm referenced assessment, criteria referenced assessment, assessment criteria, rubric, descriptor, alternative assessment, presentation.

Introduction

The current paradigm of education in Kazakhstan has prompted the development of new approaches to the educational process, especially the competence-based one, which changes the type of goal setting, putting interdisciplinary, integrated requirements to the result of the educational process at the forefront.

In the process of modernization of Kazakhstan education, in particular foreign language education, the professional community faces many challenges. One of them is the lack of a reliable assessment system and, as a result, the need to create a transparent, valid technology for assessing the quality of education in school and university.

At the moment, the society has accumulated dissatisfaction with the traditional assessment system (norm referenced assessment), which is not able to reflect all the differences in the levels of student achievement. For Kazakhstan secondary and higher education in the light of its modernization, the problems of criterion referenced assessment are relevant, which is shifting from assessment of learning (AOL) (i.e., “use of assessment to determine the extent to which students have achieved intended learning outcome”) to assessment for learning (AFL) (“when teachers use assessment evidence to inform their instruction”) [1;3]. The purpose of this article is to consider the technology of criterion assessment as a way to increase motivation in mastering a foreign language at school and university and to prove its effectiveness in the process of learning a foreign language. The need for such technological support of the educational process is explained by several reasons: contradictions in the methodological science itself (against the background of its active development in recent years), which lead to the fact that many questions are controversial, problematic, and teachers of a foreign language should not only know about the problem, but also be able to solve it; the pluralism of the modern system of foreign language education, the diversity of curricula, manuals, in which you need not only to be guided, but also to be able to make an informed choice in accordance with the actual conditions of education. These reasons, as well as the need for a conscious, active, creative attitude of the teacher to learning activities on mastering intercultural communication, determine the importance of self-education of students and students, the formation of their culture of independent activity.

Criterion referenced Assessment: Functions and Principles

One of the basic conceptual ways of modernization of national education systems in contemporary world is Competence-based approach. The aims and the content of the general and vocational training are defined on the basis of competence-based approach. In competence-based education, authentic learning tasks based on real-life problems are the driving force behind training,

simultaneously encouraging the development of professional skills and more general competences like being self-directed [2;38]. The aim is to prepare students for the workplace where people are expected to be broadly educated while stimulating lifelong learning [3;14]. Because competences are context-bound and the aim of vocational education is preparing students for the workplace, students should always develop competences in the context of a profession [4;523]. When teachers want to judge the competence development of their students, student assessments performed in a real-life context can support their findings. Therefore, to assess communicative language skills, teachers need to know how to meaningfully communicate in English as well as how to assess the construct of communicative competence [5;342]. Assessment criteria and standards are key clues for students to know what is essential in their study program.

The purpose of a Criteria Referenced assessment is to encourage and measure learning. Clearly defined objectives and standards are presented to the students at the beginning of the course, and tests are given to determine how much course material a student has learned and/or tasks are assigned and evaluated to see if they have been completed to established standards. When students know that their final grade will not be based on a bell curve, and when they know that if they meet the standards set at the beginning of the course they can receive the highest possible grade, they realize that each person controls his or her own destiny in the class. As Hughes [6;21] writes, “Criterion-referenced assessments therefore have two positive virtues: they set meaningful standards in terms of what people can do, which do not change with different groups of candidates, and they motivate students to attain those standards.” Furthermore, students are competing with themselves, not their peers [7;140]. In a course in which the students admitted can reasonably be expected to be able to master the course material and/or complete the tasks, and grades are based on mastery of content and/ or the satisfactory completion of tasks, not based on a curve, students can only blame themselves for poor marks.

Criterion assessment is carried out in accordance with the content of curricula, forms of control measures, individual psychological and pedagogical features of students; on the basis of the unity of the formative and ascertaining assessment, consisting in the holistic use of the intermediate and final control of the educational achievements of students; awareness that serves as an effective characteristic of the process of monitoring students' academic achievements; diagnostic basis, carried out in the conduct of pedagogical diagnosis of the effectiveness of the use of this technology. Formative assessment compares students' achievements against success criteria and the learning objectives, which students need to achieve. Another important feature of the assessment system is that classroom assessment is closely interrelated with learning objectives [8;20].

Criterion assessment determines the purpose of creating conditions and opportunities for the formation and development of educational and cognitive activity of students, their creative and research sphere, educational independence and orientation in the flow of scientific information by introducing students to systematic reflection, to search for the meaning of this activity [9;62].

Table 1. Criterion assessment functions

	Functions	Content
1	Regulatory	-fixing achievements regarding the approval of the state standard with the corresponding success of its training and graduation from their educational institution, - administrative tracking of individual students' progress, school classes, their level of training and quality of work functions are viewed and allows you to check the quantitative and qualitative performance levels
2	Diagnostic	-determining the actual level of knowledge and skills of students, -assessment of the degree of mastering the curriculum, and level of competence formation
3	Training	-increasing the motivation and individualization of the education Pace
4	Organizing	-improving the organization of the educational process through the selection of optimal forms, methods and means of education
5	Educating	development of the structure of value orientations
6	Orienting	identifying the ways to improve results.

7	Informational	the basis for obtaining information about the quality of their work, to the teacher - about student progress, to parents and community – about the degree of achievement of learning outcomes orienting the definition of ways to improve results.
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Table 2. Principles of criterion referenced assessment

	Principles	Content
1.	process connection Education Upbringing	measurement parameters are determined by the requirements of national standard of education and training programs to the results of training and education
2.	Significance	emphasis on assessing the most significant learning outcomes and student performance.
3.	objectivity and justice	careful selection of specific assessment criteria which should not be an instrument of (or result) pressure.
4.	Adequacy	compliance assessment of knowledge, skills, values, competencies, goals and results learning.
5.	Integration	assessment is carried out as an integral part of learning process.
6.	Openness and Publicity	assessment criteria and strategies are reported to the students in advance; students participate in the design of assessment criteria.
7.	Reliability	the degree of reliability is determined by the coefficient reliability (correlation coefficient), which shows to what extent the results match
8.	Efficiency	ability to realize goals and plans with certain requirements - time cost, degree of achievement
9.	Validity	the validity of the measurement indicates that the technique allows you to measure really required criteria (characteristics) of the studied pedagogical phenomenon. Types of validity: substantive validity – expert diagnostic validation material program and the main objectives of training in controlled subject area consistency of diagnostic results with other independent forms of knowledge control; criterial - sufficient level of correlation test results for individual tasks and throughout the test as a whole; technical - provision a sufficient number of equivalent forms of gauges (options of tasks, questions), preventing the possibility of learning the correct mechanical replies.
10.	systematic and consistency	Evaluation procedures are carried out consistently and periodically. Periodically measurements taken together must be a complete system consisting from control measures as per certain sections and throughout the content
11.	Comprehensiveness	functional literacy task requires measurement of results on the development of the subject matter, the formation of key competences
12.	Goodwill	creating a situation of partnership between teacher and learners achievements; focus on development and support of students

Criterion referenced assessment system includes formative assessment (current marks), and summative assessment (upon completion of sections of the curriculum, the final assessment for the quarter and year) [10;12]. Formative assessment is intended to determine the level of mastering knowledge and skills in the process of daily work in the classroom or at home. It is carried out in various forms and allows the teacher and the student to adjust their work and eliminate possible gaps and omissions prior to the conducting work. Formative marks are not taken into account when setting marks for stating works and final marks for a quarter.

The summative assessment is intended to determine the level of knowledge and learning skills at the end of the study block of the training topic. The ascertaining assessment is carried out according to the results of the performance of the ascertaining works of various kinds (tests, examinations). The marks put up for stating works are the basis for determining the final marks for the subject (course) for a quarter, for a year [11;2-4].

The summative assessment is set by criteria. Assessment criteria are available for familiarization of all participants in the educational process: students, teachers, parents.

Assessment criteria are also an integral part of formative assessment as well. Formative assessment criteria is focused on a specific piece of educational material (topic or section), whereas in summative assessment they are extensive.

The main terms that define the criteria as assessment tools are highlighted:

Criteria are determined by the objectives of the training and are a list of the various activities of the student, which he performs in the course of work and must be perfectly mastered as a result of the work.

A rubric is a list of criteria for assessing students' knowledge by the studied topic. It is determined by the objectives of the study of a topic and is meaningfully filled with criteria that reveal this rubric.

Descriptors describe the student's achievement levels for each criterion (all the student's steps are consistently shown to achieve the best result) and are evaluated by a certain number of points: the higher the achievement, the higher the score for this criterion.

Norm referenced assessment versus Criterion referenced assessment

Criterion-referenced assessment (CRA) is usually developed to measure mastery of well-defined instructional objectives specific to a particular course or program. Their purpose is to measure how much learning has occurred. Student performance is compared only to the amount or percentage of material learned [12;2]. True CRAs are devised before instruction is designed so that the test will match the teaching objectives. This lessens the possibility that teachers will teach to the test." The criterion or cut-off score is set in advance. Student achievement is measured with respect to the degree of learning or mastery of the pre-specified content. A primary concern of a CRA is that it be sensitive to different ability levels.

Norm-referenced assessment (NRA) or standardized tests differ from criterion-referenced assessment in a number of ways. NRAs are designed to measure global language abilities. Students' scores are interpreted relative to all other students who take the exam. The purpose of an NRA is to spread students out along a continuum of scores so that those with low abilities in a certain skill are at one end of the normal distribution and those with high scores are at the other end, with the majority of the students falling between the extremes [12;2].

Further, I would like to state the conceptual differences between the two assessment approaches:

Table 3. Conceptual differences between NRA and CRA

Norm referenced assessment [13;2-13]	Criterion referenced assessment:
➤ planning, training and assessment - isolated processes	➤ planning, training and assessment - a single, holistic process
➤ preference is given to one type of strategy or assessment toolkit	➤ use of a range of balanced assessment strategies
➤ assessment, mainly the prerogative of the teacher	➤ engaging students in self- and inter-assessment
➤ preference is given mainly to one strategy of recording the results of the student's learning	➤ using a variety of different and balanced ways of recording student learning outcomes and

activities and reporting	reporting strategies
➤ student responses are compared with the correct answer (estimated: knows, does not know)	➤ according to the student's answers, the level of his understanding for the current moment is assessed
➤ verification / testing upon completion of the work on the topic	➤ providing students with constant and timely feedback throughout the work on the topic
➤ the sole purpose of the assessment is to determine the mark	➤ providing students with the opportunity to perceive assessment as a way of describing and improving learning outcomes
➤ Assessing the level of current knowledge and learning experience of students after studying a new topic.	➤ assessment of the level of current knowledge and educational experience of students before starting to learn a new topic.

Alternative assessment: Presentation as a tool

Frank debates that most of the teachers use paper and pencil based tests as a means of assessment to measure the achievement of their students, whereas globally, “Some alternative forms of assessment are (also) growing in popularity” [14;32]. As alternative assessment undertakes and considers the needs of the learners, the style they prefer to learn with, and the way they integrate the learning and assessment process. Thus, it highlights positive traits among learners, brings successful performance in limelight. Several types of alternative assessment can be used with great success in today’s language classrooms:

- Self-assessment
- Portfolio assessment
- Student-designed tests
- Learner-centered assessment
- Projects
- Presentations

Due to the importance of complementing the assessment of student’s performance with a peripheral method, in this paper, I will deal with oral presentation and give possible criteria which can be employed as a sound (effective) form for formative and summative assessment. According to King “oral presentation is an effective communicative activity that has been widely adopted by EFL conversation teachers to promote oral proficiency” [15;2].

Chan C. [16;3] defines presentations as “the process of showing and explaining the content of a topic to an audience or a group of audiences”, he also adds that “presentations are often used to assess student learning in individual or group research projects”. Therefore, using the presentation as an assessment tool gives the students an opportunity of facing real oral production and, moreover, real communication where the students put in practice not only their language skills, but skills useful for daily life like time managing, organization and management of unexpected situations, among others. Presentations are expected to follow certain structure: 1. Introduction/Aims/Objectives; 2. Major points and ideas explained and summarized; 3. Results/Related points/Issues/or others depending on the topic and 4. Conclusion – future work. (Ibíd, para. 2). In order to achieve expected results and be transparent in assessment, as it is mentioned earlier, students should be given assessment criteria. Usually teachers may find themselves agonizing over crafting performance descriptors and rubrics. The following table offers possible sample presentation assessment criteria (adapted from Salem State University):

Table 4. Presentation assessment criteria[17]

	“A” Exceptional	“B” very good	“C” Adequate	“D” Fair	“F” Poor
Content	All material clearly supports the primary message. Recommendations and conclusions are clear. All analysis supports the recommendations and conclusions.	Realizes all of the content and is generally very good but shows less detailed analysis and integration.	Contains one or two serious errors or flaws, and one or two minor ones. Includes one or two fundamental mistakes and misapplications of the business concepts. Repeats facts for the appropriate sections but includes minimal analysis and has adequate development of the strategic implications and recommendations.	Contains some serious errors or flaws, and usually some minor ones. Includes some fundamental mistakes and misapplications of business concepts. Does not include the facts for the appropriate sections of the presentation.	Fails to address many parts of the case. Contains many serious errors or flaws, and usually many minor ones. Includes many fundamental mistakes and misapplications of the business concepts.
Coherence	A clearly developed message that flows naturally. The transitions are smooth. The presentation is succinct and not choppy.	The flow and transitions are generally smooth but show less polish and practice.	The flow and transitions have one or two major errors. The presentation shows little polish and practice.	The flow and transitions contain serious flaws.	There is little cohesion between the speakers and the material.
Organization	Follows the format provided in the outline. Team introductions and the agenda start the formal presentation. The audience has handouts prior to the presentation. Indicate when you would like to take questions.	Generally follows this outline with one or two minor flaws.	Follows the outline with several major flaws.	The presentation shows little teamwork and coordination between the speakers.	The presentation is generally disjointed and contains numerous organizational flaws.
Creativity	Involved the management team in the presentation. Made points in a creative way. Held the audience’s attention throughout.	Presented the conclusions and recommendations with interesting twists. Held the management team’s attention most of the time.	Some related facts but went off topic and lost the management team’s attention. Presented the conclusions and recommendations with little or no imagination.	Little creativity or enthusiasm displayed.	Went the through the motions of making the presentation.
Speaking skills	Poised, clear articulation,				

	proper volume, steady rate, good posture and eye contact, confidence.				
Balance between speakers	Each speaker has a command of the entire case and is able to address detailed questions in one or two areas not directly responsible for preparing.	The majority of the team has command of the entire case.	Two or three team members have command of the entire case.	One or two team members have command of the entire case.	The entire team generally lacks a command of the case.
Timeliness	Within 2 minutes \pm of the 20 minute goal.	Within 3 minutes \pm of the 20 minute goal.	Within 4 minutes \pm of the 20 minute goal.	Within 5 minutes \pm of the 20 minute goal.	Within 6 minutes \pm of the 20 minute goal.
Question responsiveness	The presentation addressed all major questions. The team anticipated all of management's questions and prepared responses (e.g., additional Power Point slides). The team was able to fully address all of management's questions.	The presentation addressed several major questions. The team anticipated some of management's questions and prepared responses (e.g., additional Power Point slides). The team was able to generally address management's questions and deferred only one or two minor questions.	The presentation addressed some major questions. The team anticipated few of management's questions and prepared responses (e.g., additional Power Point slides). The team was able to address some of management's questions and deferred one or two major questions.	The presentation addressed few major questions. The team anticipated few of management's questions and did not prepare responses (e.g., additional Power Point slides). The team was able to address few of management's questions and deferred two or three major questions.	The presentation did not address major questions. The team anticipated none of management's questions and did not prepare responses (e.g., additional Power Point slides). The team was able to address very few of management's questions and deferred most major and minor questions.

Table 5. Presentation analysis assessment form

Team: _____ Case: _____

	"A" exceptional Full point(s)	"B" very good ≤ 0.9 points	"C" adequate ≤ 0.7 points	"D" fair 0.6 points	"F" poor 0.5 to 0 points
Content (2 points)					
Coherence (1 Point)					
Organization (1 Point)					
Creativity					

(1 Point)					
Speaking skills (2)					
Balance between speakers (1 Point)					
Timeliness (1 Point)					
Question responsiveness (1 Point)					

Overall presentation score: _____

Conclusion

The criterion assessment system is not the only alternative system of normative assessment, but it allows the teacher to abandon the generally accepted approach to assessment, from the use of subjective and expert assessment of knowledge. Thus, differentiating the assessment of a particular aspect of a student's activity for a certain number of points, the teacher has a motivational influence on the necessary aspect of the student's work. Of course, the effectiveness of the application of this assessment system depends on the teacher, his willingness to organize and manage the educational process, to carry out an additional "accounting". The assessment should motivate the student to be interested in the classes, to strive to improve their own results. In this regard, when assessing progress, the teacher should be more focused on the pace of student development, encourage his striving for self-improvement and deepen his knowledge in the field of the subject being studied. The teacher must ensure that each student has equal access to the basics of his academic subject, relying on broad and flexible learning methods and tools for the development of learners with varying degrees of ability.

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Критерий референтной оценки в иноязычном образовании: презентация как инструмент

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Оценивание является неотъемлемой частью учебного процесса. Критериальное оценивание выступает актуальной проблемой в системе среднего и высшего образования Казахстана, необходимый компонент в оценивании образовательных достижений в иностранном языке. В статье рассматриваются цель, функции и принципы критериального оценивания, даётся сравнительный анализ систем критериального и традиционного оценивания. Цель статьи - рассмотрение технологии критериальной оценки как способа повышения мотивации при овладении иностранным языком в школе и вузе и обоснование ее эффективности в процессе изучения иностранного языка. В качестве альтернативной обоснованной формы для формативного и суммативного оценивания предлагаются критерии оценивания презентации.

Ключевые слова: традиционное оценивание, критериальное оценивание, рубрика, дескриптор, альтернативная форма, презентация.

Шет тілін білудегі анықтамалық бағалау критерийі: презентация құрал ретінде

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Бағалау оқыту мен оқу процесінің ажырамас бөлігі болып табылады. Критериалды бағалау - бұл шет тілін оқытудың ажырамас бөлігі, және де Қазақстанның орта және жоғары білім беру жүйесіндегі өзекті мәселесі. Мақалада критериалды бағалаудың мақсаты, функциялары мен қағидалары, сондай-ақ дәстүрлі бағалау салыстырылған. Осы мақаланың мақсаты - мектепте және университетте шет тілін меңгерудегі ынтаны жоғарылатудың әдісі ретінде критериалды бағалау технологиясын қарастыру және оның шет тілін үйрену процесінде тиімділігін дәлелдеу. Мақалада презентацияны бағалаудың критерийлері қалыптастырушы және жиынтық бағалаудың балама түрі ретінде ұсынылады.

Түйін сөздер: дәстүрлі бағалау, критериалды бағалау, рубрика, дескриптор, балама бағалау, презентация.

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