APPROACHES TO DEFINING THE CONCEPTS OF "ASSESSMENT" AND "EVALUATION"

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ANNOTATION

This article discusses the crucial distinction between "assessment" and "evaluation". While both terms are often used interchangeably, they hold different meanings within the educational context. The article emphasizes the importance of feedback, clear assessment criteria, and the shift towards authentic evaluation methods that encourage deeper understanding beyond rote memorization.

Keywords: CEFR, assessment, evaluation, judgment, decision, test, exam, reflection.

INTRODUCTION

XXI century is remarkable with the prosperity in culture, economy, scientific and technical innovations in Uzbekistan. Innovative approach to education is one of the main priorities of the present educational system.

"The beginning of 2000's was distinguished as a new era in foreign languages teaching in Uzbekistan. Teachers and students of schools and universities started to feel that they were ready for change in the way foreign languages were taught and learned. Nevertheless, there was uncertainty on how these changes would be implemented, what kind of changes should be introduced, who would be the initiator of the changes and what people's reactions would be to the changes in the education sector"[6,14]. While there was a desire for reform, there was also significant uncertainty about how to enact it. The questions raised – what specific changes were needed, who would lead the charge, and how the public would react – are fundamental to any successful educational reform. This uncertainty likely created a period of both excitement and apprehension. While the will to change existed, the practical strategies and leadership to guide that change were still lacking. This gap between desire and implementation is a common hurdle in educational reform and underscores the importance of careful planning and clear communication when introducing changes to the education sector. "Analysis of the system of teaching and learning foreign languages carried out by the group of experts from Uzbekistan State University of World Languages, Ministry of Higher and Secondary Specialized Education, and Ministry of Public Education revealed that the former curricula on foreign language teaching, standards for different levels of education were not efficient in terms of finance and effort"[5,24]. Consequently, it was important to develop, implement the new concept of national standards of teaching foreign languages in all levels of education system throughout Uzbekistan. And at this

point the "Common European Framework of Reference (CEFR) was considered as the main framework in developing the national standard of foreign language education. National Educational Standard for Continuing Education System on Foreign Languages"[2], which is based on the "Common European Framework of Reference for Languages: Learning, Teaching, Assessment"[3] has been and being implemented into the foreign language teaching process in Uzbekistan. The CEFR is the most comprehensive and widely used set of standards for foreign language education worldwide. Recent foreign language education reforms in Uzbekistan primarily affect English language teaching at all levels and levels of education. At present, CEFR serves as the main framework for national standards development.

Common European Framework of Reference (CEFR) for Languages: Learning, Teaching, Assessment was published in 2001 by the Council of Europe. The aim of CEFR is to establish international standards for educating and assessing the modern European languages. The CEFR defines language proficiency at six levels arranged in three bands:

- A1 and A2 (basic user)
- B1 and B2 (independent user)
- C1 and C2 (proficient user)

It is required that the teacher of foreign languages should know the CEFR, its levels, assessment tools, methods. The assessment system adopted in foreign language teaching in Uzbekistan is also based on CEFR reference levels.

Introducing innovations into the educational process contributes to the success of teachers' professional activities. These innovations generalize the modern scientific and practical educational experience of experts or teams of experts. In contrast to education reform, innovation in education is carried out by educational and scientific leaders and organizations rather than by government agencies.

THE CONCEPTS OF "ASSESSMENT" AND "EVALUATION"

Although most teachers now agree that assessment is an important part of education, there is often no complete agreement on why students' language should be assessed as part of the language learning and teaching process. In fact, the word "assessment" can have different meanings and connotations depending on the academic context. For some teachers, it may be the result of various formal exams and tests taken by students at different points in the course. Some may view evaluation as an institutional requirement for student promotion.

In modern scientific literature, one can find several definitions given to the concepts of "assessment" and "evaluation". Let's consider some of them.

According to Merriam Webster dictionary assessment is "the action or an instance of making a judgment about something : the act of assessing something: assessment of damages" [7]. But the assessment is defined as "the act of judging or deciding the amount, value, quality, or importance of something, or the judgment or decision that is made" [8] in Cambridge dictionary. Both of the definitions seem identical in meaning, but when applied to teaching the assessment is making judgment about the gained knowledge, achievement and progress of the learner.

At one sight the terms "assessment" and "evaluation" are alike; nevertheless the entry given to "evaluation" in Merriam Webster dictionary shows the difference more clearly. It says that the evaluation is "the act or result of evaluating; determination of the value, nature, character, or quality of something or someone".[9]

"Assessment is the process of gathering data. More specifically, assessment is the ways instructors gather data about their teaching and their students' learning"[4,24]

Therefore, the evaluation is to gather the total value of the outcome based on the assessment data. During the decision-making process, we consider ways to improve weaknesses or gaps. Evaluation means judging student performance by gathering information about the student. We use a variety of tests (types) for different purposes to assess students. Assessment is the method we use to assess students. We can assess students informally or formally. Informal assessment is when students are observed, see how well they are doing, and then talk about their work. Formal assessment is when we assess students through tests and exams and assessment, judging their performance. The results (data) of the assessments (tests, observations, essays, reflections) are evaluated based on the assessment of the data.

Assessment allows teachers to gather information and determine what learners know and don't know, while also controlling the planning stage. Teachers may need to differentiate instruction to meet the needs of all learners. "Teachers should be guided by clear assessment criteria when marking students' work and students should know what these criteria are".[1,174]

CONCLUSION

In conclusion, while there is a general consensus among educators regarding the significance of assessment in the educational process, the lack of uniformity in understanding its purpose and implementation remains a challenge. The nuanced meanings of "assessment" and "evaluation" highlight the complexity of measuring student learning. Assessment serves as a vital tool for gathering data on student performance, enabling teachers to identify knowledge gaps and tailor instruction accordingly. Conversely, evaluation synthesizes this data to determine the overall effectiveness of learning outcomes.

The distinction between informal and formal assessment methods further underscores the importance of flexibility in educational practices. By employing both approaches, teachers can create a more comprehensive understanding of student progress. Establishing clear assessment criteria is essential not only for guiding teachers but also for empowering students to take ownership of their learning.

As the educational landscape continues to evolve, it is imperative that educators engage in ongoing dialogue about the roles and definitions of assessment and evaluation. By fostering a shared understanding, teachers can enhance the learning experience and ensure that assessment practices contribute meaningfully to student development. Ultimately, the goal of assessment should be to support learners in achieving their full potential, transforming the educational journey into one that values growth, understanding, and mastery of language skills.

Teachers are responsible for providing positive feedback to students in a timely manner. This feedback should include, among other things, whether the student

achieved the learning objectives, what specifically needs to be improved, and how and by whom these objectives will be achieved. The purpose of assessment has traditionally been to determine what learners have learned. The focus now is on authentic evaluation. The former typically relies on memorization methods, while the latter encourages learners to demonstrate deeper understanding.

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