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CLASSROOM ASSESSMENTS FOR TEACHING WRITING SKILLS

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Introduction

Assessment consumes a substantial amount of a teacher’s professional time and energy. This fact demonstrates the significance of classroom assessment. We must never lose sight of the fact that any type of assessment is done to answer specific educational questions about individuals in the class or the class as a whole. Furthermore, the primary goal of assessment is to facilitate and improve student learning. [1, p. 40]

To determine the strengths and weaknesses of students, as well as to improve writing skills, it is better to use various grades in the classroom. Below are some examples of typical classroom assessment techniques by Brown:

1. Formative assessments are the process of evaluating students as they are “forming” their competencies and skills with the goal of assisting them in continuing that growth process. The key to such formation is the delivery (by the teacher) and internalization (by the student) of appropriate performance feedback, with an eye toward future learning continuation (or formation).

2. Summative assessments are used at the end of a course or unit of instruction to measure or summarize what a student has learned. A summary of what a student has learned implies looking back and taking stock of how well that student has accomplished goals. [2, p. 6]

3. Alternative assessments are useful types of assessments for assessing student’s work. For instance, it allows students to be assessed on what they normally do in class every day. As classroom assessments it might be beneficial to use: journals, portfolios, concept maps, post cards, rubrics, etc.

Writing is a crucial skill to teach and acquire when learning a foreign language because it helps students learn the English alphabet, sounds, vocabulary, and grammar as well as establish pronouncing, speaking, and reading habits. Writing has a significant practical value because it helps students retain patterns of all types (graphemes, words, phrases, and sentences), which has a profound psychological impact. Because of this, the school’s curriculum states that “writing is a powerful means of teaching a foreign language.” Penmanship, spelling, and structure are all parts of writing. Activities that involve writing assist in enhancing learning in the other skill categories. Balanced activities assist with memory and language training. Free writing exercises benefit from practice communicating freely. Reading helps students develop their language options and see the “rules” of writing. [3]

The following research questions are used in the study to address the parameters of using various exercises, tools, and techniques while focusing on a variety of classroom assessments for students’ writing proficiency:

1. Will exercises be used effectively in assessments to improve writing skills?
2. How can these assessments encourage students' interaction and participation in the study of the English language?
3. What effects can these assessments have on students' general learning and writing skills?

Literature review

Being successful in all aspects of English is typically thought to be a difficult task because students need to consider continually working to better their skills. Writing skills in particular appear to be the most challenging skill for teachers and students to fully achieve. On the one hand, managing or directing appropriate student grades is not always simple for teachers. However, there are numerous issues that students run into when trying to study or engage in additional writing.

The scientific study that explains the different types of evaluation in English is very good (Brown, 2004). Because he observed that students can use a variety of tasks in addition to feedback from students in the format of students. Such as essays, gap-filling, letters postcards, picture-cued tasks, multiple-choice, dictation, grammatical transformation tasks and so on. The formative assessment exercises used in this study were noticed by researchers Wendy A. Scott and Lisbeth H. Ytreberg. They have mentioned effective exercises to improve writing skills.

Hayes and Flower described the writing process in terms of the task environment, which included the writing assignment and the text produced so far, the writer's long-term memory, including knowledge of topic, knowledge of audience, and stored writing plans, and a number of cognitive processes, including planning, translating thought into text, and revising. The individual, rather than the task environment, is the central focus of the Hayes model. Working memory, motivation and affect, cognitive processes, and long-term memory are all involved in individual aspects of writing. With some modifications, Hayes' model of working memory is based on a well-known conception of working memory developed by Baddeley (1986). Working memory, according to Weigle, is made up of three parts: phonological memory, which stores auditory/verbal information (such as speech), the visual-spatial sketchpad, which stores visually or spatially coded information (such as written words or graphs), and semantic memory, which stores conceptual information [4, p. 23].

Methods

The study involved students of 7 grades of 25 students. Experimental work consisted of several stages, presented in the table. For research, three types of assessments were used, each student showed their results. Control and experimental groups were chosen to investigate the hypothesis. Results have been shown to be effective in improving writing skills. At the first stage, tests were carried out. Testing as a research method provides useful information for determining the effectiveness of mastering educational material and the student's ability to master the material. Experimental work consisted of several stages, presented in table: 1) ascertaining; 2) shaping; 3) generalizing.

stages	tasks	methods	results
Ascertaining	-Choice of control and experimental groups; -determination of the level of formation of written competence among students; -formulation of evaluation criteria;	-multiple choice tests; - rubrics; - analysis; -generalization;	- the conditions for conducting experimental work are determined; the initial level of formation of written competence among students was determined;
Shaping	-Development of the complex exercises and assignments;	-transformation; -timed letters; -rubrics; -crosswords	Increasing the level of formation of written competence of students in a foreign language.
Generalizing	-Final control of the level of formation of written competence; -analysis of the results of experimental work.	-different types of exercises; -postcards; -letters; stories	- confirmation of the put forward hypothesis

Table 1. Stages, tasks and methods of experimental research

Results

The experimental group was designated as group 7 A, and the control group was designated as group 7 G. The first part of the experiment took place on 10.03.2022 at school №87 of the Abay gymnasium. The goal of this stage was to teach writing abilities through the use of letters. Students passed the test to determine their degree of proficiency. The students then wrote about their everyday routines, travel, favorite musical groups, and classroom life.

Then students wrote by themselves about daily routines, traveling, favorite musical groups, and school life. One of the main tasks of the ascertaining stage of experimental work was to determine the initial level of formation of written competence among students. To accomplish this, the pupils were given two task cards. Students were required to:

- Express their thoughts on a given subject in writing within 10 minutes;
- Write a letter to a pen pal within 20-25 minutes.

As a result, the student could earn the maximum of 10 points for two correctly completed written tasks. The experiment's second step took place at school on April 15, 2022. The experiment's goal is to compare the efficacy of the two groups' studies. In the second stage, students composed an essay and were given a rubric to follow. The rubric consisted of the number of words, introduction and main part, conclusion, relevant vocabulary, use of linking words and not less than 150-200 words. They were able to write an essay of 150-200 words with the assistance of the rubric. This method of writing an essay is considered a summative evaluation, and the essay results show that the low level of writing skill is less than 6 points, the medium level is 7 to 8 points, and the high level is 9 to 10 points. Qualitative analysis of the data shows that in the control and experimental group of fives - 11, fours - 9, threes – 5.

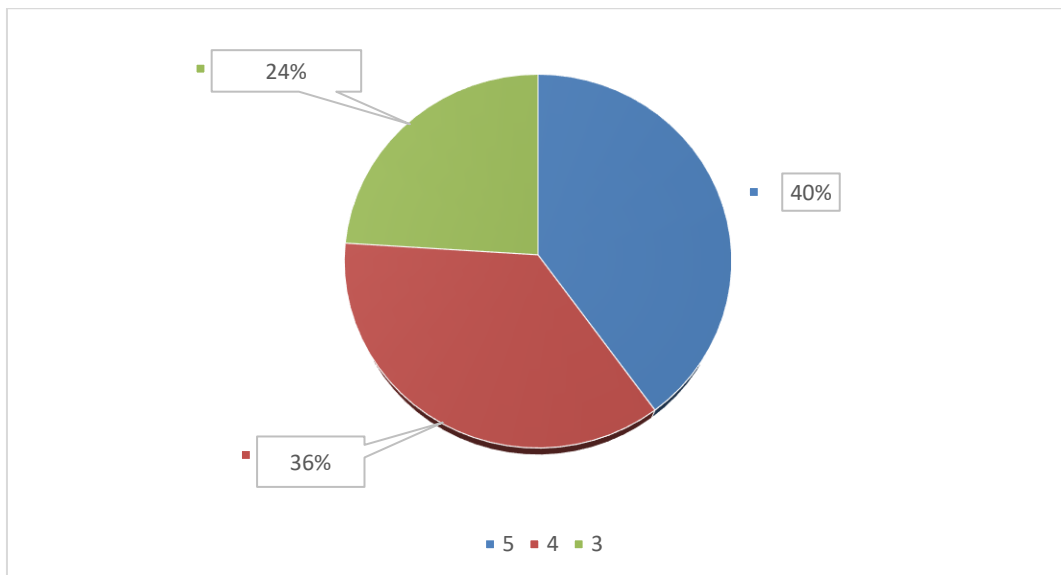


Figure 2. Results of experimental and control groups

Discussion

Different quizzes were administered through Kahoot for formative evaluation; the effectiveness was higher than anticipated. The results showed that all three types of assessments are effective for improving writing skills. Additionally, written assignments such as essays, assignments for the unit and exams were used for summative evaluation. The outcomes weren't too poor. Formative assessment was more effective for improving writing skills shown in Figure 3.

Quiz for Formative Assessment			
Kahoot! Summary			
Rank	Player	Total Score (points)	
1	Student 1	3786	
2	Student 2	3235	
3	Student 3	2609	
4	Student 4	2556	
5	Student 5	2536	
6	Student 6	2478	
7	Student 7	2414	
8	Student 8	1575	
9	Student 9	1556	
10	Student 10	1422	

Figure 3. Results of formative assessments

Conclusion

The goal of the experimental work was to support the hypothesis that if teachers use various assessments and creative assignments to enhance writing skills, this will increase teaching efficacy and help secondary school students perform better. According to Parrot, Rogovoi, and Leontyeva's criteria, the study's goals are as follows: "Writing a letter is conveying a message to the reader that

elicits a response, and this response should be consistent with the author's purpose." Written speech is the capacity to put one's thoughts into written form in a way that meets communication requirements. Perception, thinking, memory, and attention are four mental processes that all have unique characteristics and play a significant part in instructing writing. Exercises and assignments are the most common didactic methods for teaching foreign language writing. An experiment was successfully carried out in a secondary school using various types of assessments.

It can be concluded that three types of assessments and different tasks contributed to an increase in the level of proficiency in writing and written speech among the students of the experimental group and contributed to the formation of written foreign language communicative competence. The goal of the work has been achieved, the tasks have been carried out, and the hypothesis put forward has been confirmed by experiment.

Literature

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THE EFFECTIVE USE OF OBJECTIVE SELECTION METHODS FOR ASSESSING STUDENTS' KNOWLEDGE AND THE EFFECTIVE DIVISION INTO GROUPS TO WORK ON TASKS AT SCHOOL

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Objective selection methods describe methods of objectively choosing students for assessment. In schools, the students who will be solving exercises, tasks or, homework assignments are usually chosen by the teacher according to a list. In most cases, the students who come first on the list are the ones who go to the blackboard, and sometimes teachers start from the middle or at the end of the list. Some teachers interview only those who have volunteered.

However, these methods may be subjective, due to the teacher's willingness or unwillingness to select students to answer homework, or the teacher may have favorites or unfavorites of students that he or she wants to interview. Because of these factors, sometimes students are reluctant to prepare for lessons.

Evaluation of student knowledge is one of the key duties of college and university professors (Ren-Kurc, Kowalewski, Roszak, Kołodziejczak, 2009, p.189). Assessment should be fair. Due to this reason, during my pedagogical practice were used Objective Student Selection (OSS) methods.

Method №1 OSS. The use of the "wheel of fortune" (picture 1). Using this method, the pupil is selected to answer the homework, regardless of subjective factors or last name. The teacher spins the wheel and the chosen student answers the question. This method was used by me and it has been well-received by the students in the class as it has been pure luck and a completely objective choice. This method also contributes to eliminating the factor that, when a pupil comes in unprepared, thinking that he or she will not answer that day as he or she did last time, because regardless of that, the pupil may be selected to answer.