

## WAYS OF EVALUATING STUDENTS IN TEACHING FOREIGN LANGUAGE

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**Abstract.** Having lack of knowledge about the importance of evaluation in the education process generally causes having insufficient correction or support by the instructors. Illustrating the learner's weak and strong points after each task that they have accomplished in the learning process assist only obtaining fulfilling attainments for both teacher and learner. Utilizing network of different marking criteria including holistic/ analytic rubric and formative/summative assessment are the ways of implementing appropriate measurement.

**Key words:** assessment, evaluation, summative, formative, analytic rubric, holistic rubric, evaluation types, diagnosed assessment

There has always been great concern about the teaching methods, approaches, selecting proper topic to the certain audience as well as how to integrate all necessary skills in a single lesson. Nevertheless, it should be admitted that the opening and the main topic introduction part are always received much attention as well as greater amount of time to get ready suitable activities and to have done exercise in most English classes. Hence, the evaluation part of the school classes frequently held carelessly and the students informed about their marks generally within five or seven minutes in the closing part of the lesson. In fact the assessment part also has to be equally important as other part of the lesson owing to "with the help of evaluation, students and teachers can understand where the learners fall behind in the learning process"<sup>1</sup>. Additionally, "in order to improve the quality of education, the evaluation process should simultaneously happen"<sup>1</sup>. Whether the assessment part has the significance in students' receiving better education we consider the knowledge about ways and types of it worth to learn.

### WHAT IS THE EVALUATION?

"Evaluation is the process of assessing the value, worth, or quality of something. In education, evaluation refers to the systematic and ongoing assessment of student learning, progress, and performance in relation to set learning objectives

and standards”<sup>1</sup>. The aim of the marking is to supply with the latest data about the learners achievements on the determined topic and analyze the effectiveness of the educating and mastering procedure.

“The types of the assessment classified according to the aims”<sup>1</sup> and approximate types are presented in the list below.

- Establish a shared goal or broad benchmark that students in a particular grade or subject must meet.
- Establish a clear shift in the student's character or skill set that has to be observed.
- Determine whether the available learning resources are adequate to accomplish those goals in the allotted time. If not, organize educational programs to make the required adjustments.
- Select from a variety of evaluation formats, including assessments, quizzes, oral exams, and behavior monitoring in the classroom.
- Plan and carry out the following courses of action using the outcomes as feedback.

### **FORMATIVE ASSESSMENT**

Formative assessment is the sort of assessment that can be addressed several times in the one term and generally each formative reflects as a one part of the summative assessment. Similarly, “formative assessment is continuous feedback that allows a teacher to evaluate impact and a student to move their learning forward”<sup>1</sup>.

“Formative assessment gives teachers and students the feedback they need to address these three important questions”<sup>1</sup>:

1. What knowledge is required?
2. How is the process of learning going?
3. What more will we discover?

### **SUMMATIVE ASSESSMENT**

This assessment type is commonly imposed at the end of the each academic year and presented in the form of collected and corrected formative assessments. In this type of assessment students are seriously analyzed and marked, similarly, they do not have an opportunity to correct their errors like formatives. “This evaluation decides whether the students will go further into the next grade or will they have to repeat the same year again.”<sup>1</sup>

## DIAGNOSED ASSESSMENT

A diagnostic assessment is a distinct type of evaluation that is given at the beginning of the unit or topic, or even the course. Through this assessment, information about the material that students already know is acquired. Written questions with multiple choice or short answer alternatives make up diagnostic examinations, which assess a student's current comprehension of a topic or issue that will be covered in the course. In order to help the teacher decide which teaching approach to use and how best to teach the new course material, the goal is to quickly analyze the intellectual, emotional, and ideological standing of the students.

### TYPES OF RUBRICS

The types of evaluation that we have mentioned above are generally for evaluating periodical knowledge and are not appropriate for marking daily tasks. There are some other means of giving a band for the learner according their competences. The student's receptive skill can be marked without strict measurements nevertheless receptive skills are out of the question. Utilizing holistic and analytic rubrics for measuring their productive competence can absolutely be the best strategy.

### HOLISTIC RUBRIC

A holistic rubric presents the general statement about the learner's achievement on the writing or speaking task. "It places more emphasis on what students can do than on their limitation"<sup>1</sup>.

### ANALYTIC RUBRIC

An analytic rubric should cover at list four branches of the writing or speaking task and it can be extended more than 6 areas such as: structure, spelling, grammar, vocabulary so on in writing, eye contact, speaking skills, organizations, voice and so on in speaking. "An analytic rubric offers students helpful feedback on their areas of strength and weakness"<sup>1</sup>. Additionally, by the means of this rubric the can make plan how to work and what to work on in the continuation of learning process.

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