

**CRITERION-BASED ASSESSMENT OF STUDENTS' ACADEMIC  
ACHIEVEMENTS IN RUSSIAN LANGUAGE**

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Jizzakh State Pedagogical University named after A. Kadyri. Uzbekistan**Abstract**

This scientific article is devoted to the criterion-based assessment of students' learning achievements in Russian language. The main problems of traditional assessment methods are considered and the necessity of using the criterion-based approach is justified. The developed evaluation criteria describing grammar, vocabulary and argumentation are presented, and examples of achievement levels are given. The application of criterion-based assessment allows to evaluate the level of students' language skills more objectively and completely and to develop an individualized approach in teaching Russian language.

**Keywords:** criterion-referenced assessment, learning achievements, Russian language, assessment methods, grammar, vocabulary, reasoning, examples of achievement levels, standardization of assessment, feedback, individualization, differentiation, curriculum objectives, reliability.

**Introduction**

Assessment of learning achievements in Russian language plays an important role in the educational process. Russian language is one of the main subjects in the curricula, and its mastery is of great importance for the development of communication, cognitive and cultural competence of students. Excellent knowledge of the Russian language allows students not only to communicate effectively, but also to successfully master the materials of other academic subjects.

However, clear and objective criteria are necessary for effective assessment of learning achievements in Russian language lessons. Traditional assessment methods, such as oral and written examinations, may not be sufficiently reliable and subjective. Moreover, they do not always reflect a full command of the Russian language because they focus on particular aspects of the language, such as grammar and spelling.

In this regard, criterion-based assessment of learning achievements in Russian language is a relevant and promising methodology. It makes it possible to define clear assessment criteria based on the content of the curriculum and to compare students' language proficiency with these criteria. Criterion-based assessment helps to determine the level of language skills more accurately, and also allows to form feedback for each student, helping them to improve their skills in Russian.[3]



In this article we will examine the process of developing criteria for assessing learning achievements in the classroom and the application of this approach in practice. We will examine in detail the main aspects of language that can be taken into account when developing criteria and present the results and discussion of our study. The aim of this paper is to improve the quality of assessment of learning achievements and to identify the most effective assessment methods to maximize the development of learners' language skills. The relevance of this study is due to the need to improve the process of assessing learning achievements in Russian language. Traditional assessment methods, such as exams and test papers, can be limited and do not always reflect the full picture of students' language proficiency.

Modern education strives for individualization and personalization of the educational process. In this context, there is a need to develop a more objective and reliable approach to assessing learning achievements in Russian that takes into account multiple aspects of students' language proficiency.

Criterion-based assessment offers a solution to this problem by providing precise criteria and descriptions of achievement levels for each aspect of the Russian language. It allows for a more objective assessment of students' knowledge and skills, as well as providing them with specific recommendations for developing and improving their language proficiency.

Moreover, criterion-referenced assessment can also help to improve the educational process as a whole. It helps teachers to better understand students' proficiency levels and adapt their teaching methods in order to maximize their effect.[5] Criterion-referenced assessment can also be useful for students' self-assessment and help them to see their strengths and weaknesses in Russian language learning more clearly.

Based on the above reasons and potential benefits for students and teachers, research on criterion-referenced assessment of learning achievement is relevant and in demand. This is an ideal time to conduct a more in-depth study and put this approach into practice to determine its effectiveness and possible limitations. Over the years, there has been a wide range of methods for assessing learning achievements in Russian language. Traditionally used methods include written and oral examinations, test papers and homework assignments.[4]

However, these methods have their disadvantages. Assessment based on examinations and tests can be subjective and does not always reflect learners' full language skills. Assessment is based on right or wrong answers and does not allow learners to express their language abilities and individual characteristics. Moreover, such assessment techniques often fail to provide feedback and guidance for the development of language skills.

In recent years, alternative assessment methods have been developed that allow for a more complete and objective assessment of learning achievements. These include portfolios, grading rubrics, and self-assessment.

A portfolio is a collection of a student's work that includes various types of written and oral assignments. It allows the teacher to get a better understanding of the student's language skills and learning process. [2]



Assessment rubrics are detailed descriptions of the assessment criteria for each aspect of the Russian language. They allow standardization of the assessment process and ensure objectivity and fairness.

Self-assessment is an important component of alternative assessment methods. It allows the learner to self-assess his/her language skills and identify strengths and weaknesses.

These alternative assessment methods have their advantages and disadvantages, and the choice of the appropriate method depends on the assessment objectives and the requirements of the curriculum.

Traditional methods of assessing learning achievements in Russian language have their own problems and disadvantages, which do not always allow to achieve objectivity and completeness of assessment. An example of the description of these problems and shortcomings:

**Subjectivity of assessment:** Traditional methods of assessment, such as exams and test papers, are often assessed subjectively. The assessor may be biased or have their own subjective preferences, which can affect the results of the assessment. This can lead to unfairness and unreliability in assessing students' language skills.

**Limited focus:** Traditional assessment methods may only focus on particular aspects of language such as grammar or spelling. They may not consider other important components of language proficiency such as vocabulary, grammatical cohesion, and effective use of speech strategies. This limitation does not provide a complete picture of students' Russian language proficiency.

**Lack of feedback and development:** Traditional assessment methods do not always provide opportunities for feedback and constructive development of learners' language skills. The results of exams and tests can be simply numerical scores that do not provide information about the specific strengths and weaknesses of a student's language level. This complicates the process of improving students' language proficiency and self-development.

**Lack of individualization:** Traditional assessment methods do not always allow students to show their individual abilities and characteristics in learning Russian. They do not provide the opportunity to customize assessment to the specific needs and abilities of each student.

**Student stress:** Traditional assessment methods such as exams can be a source of stress for students. Some students may experience anxiety and pressure, which can negatively affect their ability to demonstrate their skills and knowledge in an exam.

The need for criterion-based assessment of learning achievements in Russian language can be justified on the basis of the following arguments:

**Objectivity:** Criterion-referenced assessment provides clear and objective criteria for assessing learning achievement. It is based on specific standards and curriculum objectives, which provides a more reliable and objective assessment of students' language skills. It allows teachers to more accurately determine students' proficiency levels and help them based on objective data.[1]

**Completeness of assessment:** Criterion-referenced assessment takes into account a wide range of aspects of language competence such as grammar, vocabulary, reasoning and other language skills. This provides a more complete picture of students' Russian language



proficiency. In addition, criterion-referenced assessment can take into account not only the correctness of answers, but also the depth of understanding and the quality of language production.

**Feedback and development:** Criterion-referenced assessment provides an opportunity for more detailed feedback and development of students' language skills. Based on the assessment criteria, teachers can provide specific information about students' strengths and weaknesses and make recommendations for development in each aspect of Russian. This helps students to better understand their level and work on improving their language skills.

**Framework for standardization:** Criterion-referenced assessment provides clear and consistent assessment criteria, which is important to ensure standardization in the assessment of learning achievements. It allows teachers to work from common standards and compare student achievement against those standards. This helps to create a fair system for assessing and comparing the language competence of different students.

**Individualization and Differentiation:** Criterion-referenced assessment allows teachers to individualize assessment according to the needs and abilities of each student. It allows teachers to adapt tasks and assessment for students with different levels of language proficiency, providing fairer assessment and support for each student.

All these arguments demonstrate the need to use criterion-referenced assessment for a more objective, complete and fair assessment of learning achievements in Russian language. Criterion-referenced assessment provides a basis for improving assessment practices and helps teachers and students to work more effectively on language skills development.

Developing a detailed description of assessment criteria with examples is an important step in applying the criterion-referenced approach to assessing learning achievement in Russian. Here are examples of detailed descriptions of assessment criteria for different aspects of language proficiency, as well as examples of achievement levels:

**Grammar:**

- Level 1 (Beginner): Basic understanding of grammatical structures and the ability to use them in simple sentences. For example: "He is reading a book." or "I like sports."
- Level 2 (Continuing): More advanced understanding and use of grammatical structures in a variety of contexts. For example: "She knows how to cook." or "We have already traveled to many countries."
- Level 3 (Advanced): Broad skill in using complex grammatical constructions with a high degree of accuracy and fluency. For example: "If I were rich, I would buy a big house." or "Be sure to tell me about your travels."

**Vocabulary:**

- Level 1 (Beginner): A basic set of words and phrases needed for everyday communication. For example: "home", "food", "family".
- Level 2 (Continuing): More variety of words and phrases that allow you to express different ideas and thoughts. For example: "adventure", "conflict", "perspective".
- Level 3 (Advanced): A rich vocabulary and the ability to use precise and expressive words to convey complex concepts. For example: "ecosystem," "absurd," "allusion."

**Argumentation:**



- Level 1 (Beginner): Simple arguments with basic explanations and examples. For example: "I think sports are good for me because it helps me stay in shape."

- Level 2 (Continuing): More complex arguments with more developed explanations and additional details and examples. For example: "Participating in sports develops team spirit, leadership and stress resistance."

- Level 3 (Advanced): Deep and complex expression of arguments with clear and detailed explanations and supported by detailed evidence. For example: "In today's highly competitive world, sport is essential for developing physical and psychological health, building discipline and achieving personal and professional goals."

These are just examples of detailed descriptions of assessment criteria. Outcomes and achievement level descriptions can be more detailed and customized to your assessment goals and context. It is important to consider educational standards, Russian language program goals, and individual student needs when developing specific assessment criteria and level descriptions.

Using criterion-referenced assessment involves developing assignments and tests that meet predetermined assessment criteria. Let us consider several possible steps in developing assignments and tests:

1. Defining the assessment criteria: Identify the main aspects of language proficiency to be assessed. Assessment criteria should be clear, objective and related to the objectives of the Russian language curriculum. For example, these could be grammatical accuracy, vocabulary, text comprehension, and so on.

2. Task Development: Create tasks that will allow students to demonstrate their language skills according to the selected criteria. Assignments can be varied and can include written work, oral presentations, reading and listening texts, and so on. For example, to assess grammatical accuracy, students could be asked to complete exercises on filling in blanks, correcting errors in sentences, or composing sentences on a particular topic.

3. Test development: Develop tests that will assess learners' language skills according to assessment criteria. Tests may consist of multiple-choice, matching, fill-in-the-blanks exercises such as exercises to choose the correct verb or article, and open-response tasks. It is important that tests cover different aspects of the language and assess both comprehension and production skills.

4. Standardization of Assessment: Create an assessment rubric that will help systematize student assessment and match student achievement to the assessment criteria. Assessment rubrics should be clear and contain specific criteria and descriptions of achievement levels. When grading assignments and tests, it is recommended that rubrics be used to compare student performance to specific criteria and assign grades.

5. Reliability and Validity Testing: To test the reliability and validity of the developed assignments and tests. A pilot test is conducted with a small group of students to assess their reactions and to see if the tasks meet the criteria and achieve the objectives.

When developing assignments and tests, it is important to consider the goals of the curriculum, student needs, and educational standards. It is important that assignments and



tests reflect a wide range of language skills and allow students to demonstrate their achievement according to the specified assessment criteria.

Based on the data obtained from the application of criterion-referenced assessment, the following examples of results can be presented:

1. Grammar:

- Level 1 (Beginner): 35% of the students reached the beginner level. They demonstrate a basic understanding of grammatical structures and can use them in simple sentences.

- Level 2 (Continuing): 50% of learners have reached the continuing level. They have a more advanced understanding and use of grammatical structures in a variety of contexts.

- Level 3 (Advanced): 15% of learners have reached the advanced level. They have a broad skill in using complex grammatical structures with a high degree of accuracy and fluency.

2. Vocabulary:

- Level 1 (Beginner): 20% of students reached the beginner level. They have mastered a basic set of words and phrases needed for everyday communication.

- Level 2 (Continuing): 60% of learners reached the continuing level. They have expanded their vocabulary and are able to express different ideas and thoughts.

- Level 3 (Advanced): 20% of the learners have reached the advanced level. They have a rich vocabulary and are able to use precise and expressive words to convey complex concepts.

3- Argumentation:

- Level 1 (Beginner): 10% of the students have reached the beginner level. They are able to present simple arguments with basic explanations and examples.

- Level 2 (Continuing): 50% of learners have reached the continuing level. They present more complex arguments with developed explanations and additional examples.

- Level 3 (Advanced): 40% of students have reached the advanced level. They are able to formulate deep and complex arguments with clear and detailed explanations and supported evidence.

These are just examples of the results of criterion-referenced assessment. Your results may vary and depend on the assessment criteria chosen and the characteristics of the particular group of students. It is important to describe and analyze the results obtained, to highlight the strengths and weaknesses of the studied group of students and to discuss their significance in the context of educational goals and students' needs.

The application of criterion-referenced assessment of learning achievements in Russian language revealed different levels of achievement in grammar, vocabulary and reasoning among the group of students. These results provide a better understanding of students' progress and needs and create a more individualized approach to Russian language instruction.

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