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EFFECTIVE CLASSROOM EVALUATION CRITERIA FOR ESL

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Assessment of learning outcomes is one of the most critical aspects of the learning process. It is an evaluation that plays a crucial role in managing this process. The grading system means:

- a scale used in grading
- frequency of assessments
- the mechanism of communication between all subjects of the educational process
- a mechanism for students to self-determine how well they are learning

We can say that the assessment system is a natural internal mechanism of self-regulation of the educational process.

Widespread use of activity learning technologies demonstrates the limitations of the formative assessment system. Naturally, it raises the question of creating a new system that would allow students to become active party in the learning process and assess the results of their studies. To learn to give an adequate assessment of the work, he must form an idea of the standard of work. It means that this standard needs to be described in detail. Criteria evaluation provides such an opportunity. To understand how this happens, let us look at some terms.

The rubric is a list of criteria for assessing students' knowledge of the studied topic. It is determined by the study's objectives and is meaningfully filled with criteria that reveal this section. Criteria are determined by the objectives of training and are a list of different student activities, which he carries out in the course of work and must master as a result of work. Descriptors describe the levels of student achievement for each criterion (consistently show all the steps to achieve the best result) and are evaluated by a certain number of points: the better the achievement - the higher the score.

All works on the passed subjects are cut, or control are estimated under the corresponding headings. The student receives headings before studying each topic.

This allows him to understand how the final work on this topic will be evaluated. Moreover, if we look at it more broadly, the section shows the student what he will learn as a result of studying this topic and what to pay special attention to studying this topic. That is, the student becomes a subject, an active part in their learning.

The rubrics show why the student is studying, the criteria show what he should learn, and the descriptors show how he can do it. If the rubric can be imagined in some top, then the criteria are stairways, and the descriptors are separate steps, climbing which can confidently move to the goal. Rubric - a list of criteria with descriptors, is a detailed instruction for the student in a work of any kind. Using the criteria and descriptors, the student sees the ideal job and what steps need to be taken to achieve this result. He can evaluate his work independently, complete it promptly.

It is important that the criteria are offered to the student before starting work. Moreover, students actively discuss the criteria with the teacher, make amendments to the wording and cost of the criteria in the technical scores. This situation of "social contract" is one of the most valuable in the criterion evaluation; it significantly reduces the stress of the evaluation situation.

Another significant fact is that the use of criteria assessment makes this process transparent and understandable for all subjects; it also involves comparing the results of the student's work with the standard and eliminates the comparison of students with each other. All this, together with other features of activity-based learning technologies, significantly reduce learning anxiety.

Criteria assessment is convenient for the teacher because it allows to assess the pedagogical effectiveness of the applied learning technology. By seeing the criteria by which most students receive maximum or minimum scores, the teacher can assess the effectiveness of the applied pedagogical technology and see what he has achieved in teaching students and what else he will have to work on.

When developing a criterion, it is necessary to define the aspects, components, decipher the concept. Criteria assess the individual aspects of the subject that are important for learning and mastering it. (Unlike the traditional assessment, which evaluates "all together"). Certain aspects describe these boundaries. Aspects of the criterion correspond to the subject tasks set in the study: subject tasks - steps in achieving subject goals.

Thus, each criterion is formulated. Tasks are then developed on the criteria so that they meet the criteria, which means that they must mean activities that correspond to each aspect (i.e. each of the formulated subject tasks). For each criterion, the name and the maximum result are given, the subject tasks corresponding to these criteria are defined, possible types of tasks are given as an example, the table of descriptors and levels of achievement is placed, if necessary, the notes specifying the maintenance of some words used in descriptors are given.

Criterion descriptors describe a qualitative level of tasks performance that appear as aspects of the criterion (level of achievement). Each criterion is represented graphically, in the form of a correspondence table between the achievement level (assessment) and the descriptor (description of the subject tasks performance degree).

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