

**Rivne State University of the Humanities
Philological Faculty
Department of Theory and Practice of Foreign Languages and Teaching
Methodology**

Diploma research of the educational qualification level «Bachelor Degree»

«English language Assessment and Testing»

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SUMMARY

Tomchuk Sofiia (2025). English language Assessment and Testing. Diploma research of the educational qualification level «Bachelor Degree». Rivne State University of the Humanities. *The manuscript.*

The scientific novelty of this research is that it considers approaches and methods of assessing and testing knowledge in a modern interpretation and using contemporary tasks to assess the acquired material.

The scientific novelty of this research lies in its exploration of the integration of Vocabulary and Grammar within language learning. While there is existing research on vocabulary acquisition and grammar instruction individually, this study seeks to bridge the gap by investigating how these two aspects can be effectively combined to optimize language proficiency. The proposed research aims to contribute new knowledge and insights into the field of language acquisition, Methodology and Pedagogy.

Firstly, we proposed the main functions of the English language Assessment and Testing of educational achievements:

1) **Control as English language Assessment and Testing**, which involves determining the level of achievement of an individual student to identify the level of readiness to learn new material that allows you to plan and teach educational material.

2) **Diagnostic corrective English language Assessment and Testing** that helps to identify the causes of difficulties encountered by the student during learning to identify gaps in knowledge and skills and correct its activities.

3) **The stimulating motivation in English language Assessment and Testing** that determines the organization of English language Assessment and Testing of pupils' achievement when it stimulates the desire to improve promotes the competitiveness of pupils and forms the motives for learning.

4) **The system Education for English language Assessment and Testing** determines such organization of English language Assessment and Testing of educational achievements of materials when its carrying out promotes repetition of specification and systematization of educational material improvement of preparation of pupils education.

5) **Disciplinary function English language Assessment and Testing** involves the formation of the ability to work responsibly, apply techniques of control and self-control, development of personality qualities such as diligence, activity, accuracy, etc.

The theoretical value of the research is:

1) to show a wide range of new approaches and procedures for assessing acquired knowledge that can be valuable for use the English language Assessment and Testing;

2) to do the analysis and substantiation of these methods of use the English language Assessment and Testing.

This research has theoretical value by expanding our understanding of the relationship between vocabulary and grammar in language learning. By investigating effective strategies for integrating vocabulary and grammar instruction, the study will contribute to existing theories and frameworks related to language acquisition, second language learning, and instructional design.

We added such elements in English language Assessment and Testing:

- Diagnostics in English language Assessment and Testing.
- Formative English language Assessment and Testing.
- Summative English language Assessment and Testing.
- Norm-Referenced English language Assessment and Testing.
- Skill-based tests.
- Norm-referenced evaluation for learning abilities in the process of English language Assessment and Testing.
- Criterion-Referenced English language Assessment and Testing.
- Interim/Benchmark English language Assessment and Testing.

The practical value of the research is to develop evaluation procedures for the correct estimation of learning outcomes and English language Assessment and Testing, which also will motivate pupils to pick up as much information as it is possible.

The practical value of this research lies in its potential to inform Language Teaching Methodologies and curriculum development. By identifying strategies that effectively align Vocabulary Learning with Grammar instructions, educators can enhance their instructional practices and promote more Efficient Language Learning. The findings of this study may also guide the development of instructional materials and interventions that foster Vocabulary and Grammar integration in language classrooms.

Key words: English language Assessment, English language Testing, the system of Education for English language Assessment and Testing, disciplinary functions of English language Assessment and Testing.

Томчук Софія Олександрівна (2025). Оцінювання та тестування на заняттях з англійської мови. Дипломна робота освітньо-кваліфікаційного рівню «Бакалавр». Рівненський державний гуманітарний університет. *Рукопис.*

Наукова новизна цього дослідження полягає в тому, що воно розглядає підходи та методи оцінювання та перевірки знань учнів закладів середньої освіти у сучасній інтерпретації та використовує сучасні завдання для оцінки опанованого матеріалу.

Наукова новизна цього дослідження також полягає в дослідженні інтеграції словникового запасу та граматики у вивченні мови та їхнього оцінювання. Хоча існують дослідження щодо окремого вивчення засвоєння словникового запасу та викладання граматики, це дослідження прагне подолати розрив, досліджуючи, як ці два аспекти можна ефективно поєднати для

оптимізації володіння мовою. Запропоноване дослідження має на меті внести нові знання та розуміння в галузь засвоєння мови, методології та педагогіки.

Нами запропоновано основні функції оцінювання та тестування навчальних досягнень з англійської мови:

1) Контроль як оцінювання та тестування з англійської мови, який передбачає визначення рівня досягнень окремого учня з ціллю виявлення рівня готовності до вивчення нового матеріалу, дозволяє вчителю планувати освітню діяльність та викладати навчальний матеріал.

2) Діагностичне коригувальне оцінювання та тестування з англійської мови допомагає виявити причини труднощів, з якими стикаються учні під час навчання, виявити прогалини в знаннях та вміннях учнів та вміння вчителя коригувати свою діяльність.

3) Стимулююча мотивація в оцінюванні та тестуванні з англійської мови, яка визначає організацію оцінювання та тестування навчальних досягнень учнів, коли вона стимулює прагнення до вдосконалення, сприяє конкурентоспроможності учнів та формує у нього мотиви до навчання.

4) Система оцінювання та тестування з англійської мови визначає таку організацію оцінювання та тестування навчальних досягнень учнів, коли її проведення сприяє повторенню, уточненню та систематизації навчального матеріалу, покращенню підготовки учнів до всього процесу навчання.

5) Дисциплінарна функція оцінювання та тестування з англійської мови передбачає формування здатності учнів до виконання відповідальної роботи, застосування прийомів контролю та самоконтролю, розвиток таких якостей особистості, як старанність, активність, точність.

Теоретична цінність дослідження полягає в наступному:

1) показати широкий спектр нових підходів та процедур оцінювання набутих знань, які можуть бути цінними для використання в процесі оцінювання та тестування англійської мови;

2) провести аналіз та обґрунтування цих методів використання в оцінюванні та тестуванні англійської мови.

Це дослідження має теоретичну цінність, розширюючи наше розуміння взаємозв'язку між словниковим запасом та граматиною у вивченні мови. Досліджуючи ефективні стратегії інтеграції навчання словниковому запасу та граматиці, дослідження зробить внесок у існуючі теорії та рамки, пов'язані з вивченням мови, вивченням другої мови та організацією процесу навчання.

Ми додали такі елементи до процесу оцінювання та тестування з англійської мови:

- Діагностика в оцінюванні та тестуванні з англійської мови.
- Формувальне оцінювання та тестування з англійської мови.
- Підсумкове оцінювання та тестування з англійської мови.
- Нормативно-орієнтоване оцінювання та тестування з англійської мови.
- Тести на основі навичок.
- Нормативно-орієнтоване оцінювання здібностей учнів до навчання в процесі оцінювання та тестування з англійської мови.
- Критеріальне оцінювання та тестування з англійської мови.
- Проміжне/еталонне оцінювання та тестування з англійської мови.

Практична цінність дослідження полягає в розробці процедур оцінювання для адекватної оцінки результатів навчання та оцінювання й тестування з англійської мови, що також мотивуватиме учнів опанувати якомога більшою кількістю інформації.

Практична цінність цього дослідження полягає в його потенціалі для інформування методологій викладання мов та розробки навчальних програм. Визначаючи стратегії, які ефективно узгоджують вивчення словникового запасу з граматичними інструкціями, викладачі можуть покращити свою навчальну практику та сприяти більш ефективному вивченню мови. Результати цього дослідження також можуть бути основою для розробки навчальних

матеріалів, що сприяють інтеграції словникового запасу та граматики на уроках англійської мови.

Ключові слова: оцінювання з англійської мови, тестування з англійської мови, система освіти з оцінювання та тестування з англійської мови, дисциплінарні функції оцінювання та тестування з англійської мови.

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INTRODUCTION

The actuality of the research. Nowadays, when education is successfully moving to European standards of education, the pedagogical process and the procedures for its control need significant changes. Assessment is not only a means of controlling the learning process but also serves as a motivator for learning. Therefore, an important direction in the reform of education is the creation of an assessment system that would encourage students to persistently master the material and achieve better results.

Knowledge control is an important tool for the teacher because it determines the level, volume, and quality of learned material, identifies learning achievements, certain gaps in knowledge, and the manifestation of special skills of some pupils. Currently, there are certain criteria for assessing foreign language lessons approved by the Ministry of Education and Science of Ukraine but still changed learning conditions require teachers to use more effective techniques and methods of monitoring and assessing the knowledge, skills, and abilities of students. The topic of assessment of academic achievement has long been in the spotlight of teachers and has been widely discussed in the works and scientific works of both foreign and Ukrainian experts (Barsalou, Santos, Simmons & Wilson, 2008).

Teachers of foreign languages are always faced with the responsibility of deciding which assessment method to choose and how it will affect the motivation and effectiveness of the learning process, that is why the relevance of this study is quite popular and requires detailed analysis. The focus is on investigating how Vocabulary acquisition can be optimized by considering Grammatical structures and how this integration influences overall language competence in the process of English language Assessment and Testing. That's why the topic of our research is: ***“English language Assessment and Testing”***.

The object of this research is the methods and procedures for English language Assessment and Testing of secondary pupils at the English lessons; the integration of

Vocabulary and Grammar in language learning and its impact on language proficiency through English language Assessment and Testing.

The subject of this research is modern methods, approaches and procedures of English language Assessment and Testing of secondary pupils at the English lessons.

The subject of this research is language learners' various proficiency levels who are seeking to improve their Vocabulary and Grammatical skills in the process of English language Assessment and Testing. The study will involve participants from diverse linguistic backgrounds to ensure a comprehensive understanding of the research topic.

The purpose of this research is to explore the basic methods, approaches and principles of assessing the achievements and results of secondary pupils at the English lessons for providing English language Assessment and Testing. The purpose of this research is to explore strategies and techniques that promote the effective integration of Vocabulary and Grammar in the process of English language Assessment and Testing. By investigating how vocabulary learning can be contextualized within grammatical frameworks, the study aims to enhance language learners' overall language proficiency.

To achieve the goal, it was necessary to solve **the following tasks**:

1) to show approaches, methods and principles of English language Assessment and Testing of secondary pupils at the English lessons; reviewing relevant literature on vocabulary acquisition, Grammar instructions and their interdependence;

2) to determine what procedures should a teacher do for the correct English language Assessment and Testing of secondary pupils at the English lessons; to identify effective strategies to align Vocabulary learning with Grammar instructions;

3) to formulate what projects or tasks pupils should do for evaluation the best ways of English language Assessment and Testing of secondary pupils at the English lessons;

4) to explore how English language Assessment and Testing of secondary pupils at the English lessons affects the learner's motivation and desire to learn new material by them at the English lessons;

5) designing and implementing Vocabulary and Grammar integrated instructional interventions; assessing the impact of Vocabulary and Grammar integration on language learners' proficiency;

5) to describe mistakes that a teacher can do during assessment procedures, in the period of English language Assessment and Testing of secondary pupils at the English lessons;

6) to explore the effectiveness of new procedures of English language Assessment and Testing of secondary pupils at the English lessons; to analyze and to interpret the data collected from the instructional interventions and English language Assessment and Testing;

7) to create the personal type of evaluation task for each pupil; to draw conclusions and provide recommendations based on the findings;

8) to sum up what method is the best in the process of assessment.

The following research methods were used to solve **these tasks**:

1) to do a detailed analysis of types of assessment and testing procedures at the English lessons;

2) to observe video fragments of a teacher's assessment lesson and mark the most effective ways of them;

3) to make an experiment with creating assessment and testing procedure using approaches and methods of their evaluation.

The research hypothesizes were: the use of modern rating procedures in the process of teaching the English language can affect the studying motivation of students and their learning results in English language Assessment and Testing. The hypothesis of this research is that integrating Vocabulary learning with Grammar instruction will result in enhanced language proficiency. It is anticipated that contextualizing Vocabulary Acquisition within Grammatical structures will lead to

improved Vocabulary retention, more accurate language production, and better overall language comprehension.

The Research Methods. The research will employ a Mixed-methods Approach. Quantitative data will be collected through pre- and post-intervention assessments, focusing on Vocabulary knowledge, Grammatical accuracy, and overall language proficiency. Qualitative data will be gathered through learner interviews and observations, providing insights into learners' perceptions and experiences with Vocabulary and Grammar integration. The research will also utilize existing theoretical frameworks and empirical studies to inform the design and implementation of the instructional interventions.

Theoretical and Methodological Foundations of our research there are: we showed approaches, methods and principles of English language Assessment and Testing of secondary pupils at the English lessons (Christiansen & Chater, 2015); we reviewed relevant literature on vocabulary acquisition, Grammar instructions and their interdependence (Barsalou, 1999); we determined what procedures should a teacher do for the correct English language Assessment and Testing of secondary pupils at the English lessons (Deignan, 2005); we identified effective strategies to align Vocabulary learning with Grammar instructions (Hampe & Grady, 2005); we formulated what projects or tasks pupils should do for evaluation the best ways of English language Assessment and Testing of secondary pupils at the English lessons (Hathout & Namer, 2018); we explored how English language Assessment and Testing of secondary pupils at the English lessons affects the learner's motivation and desire to learn new material by them at the English lessons (Lakoff & Johnson, 1980); we designed and implemented Vocabulary and Grammar integrated instructional interventions (Lynott & Connell, 2010); we assessed the impact of Vocabulary and Grammar integration on language learners' proficiency (Roszko, Roszko, Sosnowski & Satoła-Staskowiak, 2018); we describe mistakes that a teacher can do during assessment procedures, in the period of English language Assessment and Testing of secondary pupils at the English lessons (Bates, 2003); we explored the effectiveness

of new procedures of English language Assessment and Testing of secondary pupils at the English lessons (Alyami & Mohsen, 2019); we analyzed and to interpreted the data collected from the instructional interventions and English language Assessment and Testing (Cook, 1991); we studied the personal type of evaluation task for each pupil (Mykhalchuk & Ivashkevych Er., 2021); we studied what method was the best in the process of assessment (Byram, 2006).

The scientific novelty of this research is that it considers approaches and methods of assessing and testing knowledge in a modern interpretation and using contemporary tasks to assess the acquired material.

The scientific novelty of this research lies in its exploration of the integration of Vocabulary and Grammar within language learning. While there is existing research on vocabulary acquisition and grammar instruction individually, this study seeks to bridge the gap by investigating how these two aspects can be effectively combined to optimize language proficiency. The proposed research aims to contribute new knowledge and insights into the field of language acquisition, Methodology and Pedagogy.

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We added such elements in English language Assessment and Testing:

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Approbation and implementation of the results of our research were tested and implemented into Secondary School №15, town Rivne, meetings of the Department of Theory and Practice of Foreign Languages and Teaching Methodology of Rivne State University of the Humanities, reported at the conferences on modern problems of teaching methods of foreign languages (Rivne, 2025). One article was published:

1. **Tomchuk, S. (2025). TRANSLATION AS A KIND OF UNIQUE TEXT.** Матеріали VI Всеукраїнської науково-практичної конференції здобувачів вищої освіти та молодих вчених *«Актуальні проблеми сучасної іноземної філології»* (20 травня 2025 року). Рівне: РДГУ. С. 408–411.

The structure of this research includes an introduction, 2 main parts, conclusions, list of sources.

CHAPTER I.

ASSESSMENT AND TESTING AS THE MEANS FOR STIMULATING AND MOTIVATING PUPILS TO LEARN FOREIGN LANGUAGES

1.1. The general conception of English language Assessment and Testing

English language Assessment and Testing is a very important element of learning. We need to know where our pupils are in the learning process, how effective our learning strategies have been, and if there are additional issues we need to be aware of when planning future lessons and supporting pupils. If we consider the concept of evaluation according to different points of view, we can find the opinions in a variety of methodology books. English language Assessment and Testing involves the use of empirical data on pupils' learning to refine programs and improve pupils' testing (Brown, Deci, Heywood, Mowl & Ryan, 2004).

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what pupils know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning (Huba & Freed, 2000).

English language Assessment and Testing is the systematic basis for making inferences about the learning and development of pupils. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using the information to increase pupils' learning and development (Erwin, 1991).

Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving pupils' learning and development (Palomba & Banta, 1999). Like any complex procedure, the evaluation process has its main components such as the formulation of expected learning

outcomes, as statements that describe the intentions that pupils should know, understand and be able to use their knowledge after graduation.

Development or selection of evaluation activities, as development or selection of data collection activities to evaluate the achievement of planned learning outcomes, which includes direct evaluations, such as projects, products, works, exhibitions, presentations, case studies, clinical evaluations, portfolios, interviews, and oral exams, which ask pupils to demonstrate what they know or can do with their knowledge. Indirect assessments are self-report activities, such as surveys, in which respondents share their perceptions of what graduates know or can do with their knowledge.

Creating experience that leads to results, which are ensuring that pupils have experience both on and off the courses, which helps them achieve the planned learning outcomes. Discussion and use of assessment results to improve teaching and learning for use of results to improve individual pupils' achievement.

Also, English language Assessment and Testing perform certain functions in the educational process. There are several types of **functions**:

1) **Detecting function** (It detects all steps during the learning process starting from plan to evaluation of students. It helps to improve productivity and get desired results).

2) **Making decisions** (During the evaluation procedure, the teacher analyzes the steps of learning and makes some decisions).

3) **Screening** (Assessment helps teachers to analyze pupils' activity and find gaps in the learning process).

4) **Feedback function** (Such process helps to understand students' emotions and thoughts after learning and after their evaluation).

5) **Inspiration** (Good assessment procedures give motivation for pupils to learn materials with encouragement).

Evaluation, like any procedure or a task, has a special purpose and therefore the evaluation process also has a purpose. Assessment has two main purposes: to

make summative evaluations and to provide instructional feedback to help learners progress. Both summative and formative assessments can be formal (standardized) or informal (classroom-based). Informally, the assessment provides feedback from peers and others; formally, it provides information against a standard about how the pupil is progressing in specific areas. Depending on the stakes, everyone can be involved in the assessment, such as peers, teacher, self, administrators, and external constituents; however, teachers, as immediate catalysts of the learning process, should be particularly involved and well-informed about assessment practices (<https://opentext.wsu.edu/call/chapter/assessment-in-language-learning/>). So, in general, assessment is an important part of a big process that helps teachers to improve and provide clear learning and has several considerable purposes.

1.2. Types of English language Assessment and Testing procedures and their methodological analysis

English language Assessment and Testing have different “shapes and sizes”. For people who encounter the evaluation process for the first time, such procedures can be complex or unfamiliar. Knowing the differences between various types of assessment can be a useful way to make the best use of evaluation for the benefit of students. If we consider the types of evaluation in detail, there are six of them: Diagnostic Assessment (as Pre-Assessment), Formative Assessment, Summative Assessment, Norm-Referenced Assessment, Criterion-Referenced Assessment, and Interim /Benchmark Assessment.

We added such elements in English language Assessment and Testing.

Diagnostics in English language Assessment and Testing. This type of English language Assessment and Testing provides teachers with information about what knowledge or misconceptions the pupil has before the educational process. Diagnostic English language Assessment and Testing are sets of written questions (multiple choice or short answer) that assess a learner’s current knowledge base or

current views on a topic/issue to be studied in the course. Usually, this type helps to understand exactly how to build a curriculum based on previous student achievements. It allows a teacher to determine pupils' strengths, weaknesses, knowledge, and skills and plan meaningful and efficient instruction. Teachers easily know about what learners know or don't know in different topics and can focus on what they need to learn about, it cuts down pupils' frustration and boredom. Also, it provides information to individualize instruction. These are three important tips for using this type of English language Assessment and Testing:

- 1) It must be given before starting a course or unit.
- 2) It is not for grading purposes.
- 3) Try to get accurate results.

Formative English language Assessment and Testing. It is a deliberate process used by teachers and pupils during instruction to provide specific, actionable, and immediate feedback. Formative English language Assessment and Testing practices promote ongoing reflection and are used to quickly adjust teaching and learning. Such type of English language Assessment and Testing is the most powerful for pupils because this is a real part of instruction, teachers have individual conversations about pupils' problems.

The general goal of formative English language Assessment and Testing is to collect detailed information that can be used to improve instruction and pupil learning *while it's happening*. Many educators and experts believe that formative assessment is an integral part of effective teaching. For example, a formative English language Assessment and Testing technique could be as simple as a teacher asking pupils to raise their hands if they feel they have understood a newly introduced concept, or it could be as sophisticated as having pupils complete a self-assessment and testing of their writing that the teacher then reviews and comments on. While formative English language Assessment and Testing help teachers identify learning needs and problems, in many cases the English language Assessment and Testing also help pupils develop a stronger understanding of their academic strengths and weaknesses. When pupils

know what they do well and what they need to work harder on, it can help them take greater responsibility for their learning and academic progress (<https://www.edglossary.org/formative-assessment/>).

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1) Pupils should not be pushed through grades in the process of English language Assessment and Testing.

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There are three main types of such English language Assessment and Testing:

Norm-referenced tests in education: These are perhaps the most common and relatable examples for most people. These include entrance exams to colleges and competitive exams for professional courses and are designed to assess the relative performance of test-takers to a predefined group.

Skill-based tests: Non-referenced English language Assessment and Testing examples also include various subject and skill-based tests organized in learning institutions to determine the relative performance of learners. These tests determine eligibility for promotion to the next learning level or demotion to a previous level. They also help educators plan and modify their training programs for maximum impact.

Norm-referenced evaluation for learning abilities in the process of English language Assessment and Testing: A non-referenced test can help define the existence and severity of learning disorders such as dyslexia, autism, or non-verbal learning disability in children and adults. Based on test findings, a person's eligibility for special education services or special needs can be determined (<https://harappa.education/harappa-diaries/norm-referenced-test/>).

Criterion-Referenced English language Assessment and Testing. Criterion-referenced English language Assessment and Testing refers to the instructor evaluations of a pupil's performance on an assessment task that is based on pre-determined standards and criteria that are made available to pupils at the time the assignment is issued. Criterion-referenced English language Assessment and Testing enhances student transparency and uniformity while also supporting the following University English language Assessment and Testing principles:

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2) ***Course-level learning goals***, as well as program and university-level Graduate Profiles, are matched with English language Assessment and Testing activities.

3) ***English language Assessment and Testing principles*** are credible and legitimate, and it is carried out fairly and equitably.

4) ***Pupils have access to English language Assessment and Testing details*** in a timely way, and English language Assessment and Testing processes are uniform and open.

5) ***English language Assessment and Testing implies the use*** of correctly crafted rubrics makes criterion-referenced evaluation obvious to pupils.

Interim/Benchmark English language Assessment and Testing. Interim English language Assessment and Testing are used by educators to identify whether pupils are on pace to do well on future English language Assessment and Testing, such as standardized tests or end-of-course examinations, by evaluating where they are in their learning process. Interim English language Assessment and Testing are frequently given at regular intervals during a course or school year (for example, every six or eight weeks) and are not part of the teaching process. Interim English language Assessment and Testing Components: Provide information on the development of the pupils. Benchmark exam is a term that is used interchangeably with benchmark tests. Throughout the school year, at several “intervals”. Used to hold schools, pupils, and instructors accountable; used to identify areas where education has to be changed.

1.3. English language Assessment and Testing as a tool for influencing the pupils' attention

English language Assessment and Testing is a process that involves obtaining reliable information concerning the pupils' commands (objectives, knowledge, aptitudes, skills, behaviors, etc.), establishing judgments of value (acceptable, suitable, good, good enough, etc.), and making decisions (to accept, to pass, to recommend, to promote, to release, to recognize, etc.) (Rákosi, 2017). For quite a long period, many educators have viewed assessment as a means for measuring learning final outcomes and this is mainly actualized through what is known as summative assessment (Gibbs, 2005).

But quite recently, educators have begun to widen their scope of English language Assessment and Testing to cover not only pupils' learning outcomes at the end of a specific period in order to decide who passes or fails, but also to enhance learning by modifying classroom instruction (Johnson, 1987). This is exactly what assessment for learning attempts to achieve, as it aims to improve the quality of teaching by modifying pupils' learning based on English language Assessment and Testing outcomes. If we talk about English language Assessment and Testing as a tool for pupils' motivation and benefits for them, a well-designed English language Assessment and Testing can encourage active learning especially when the English language Assessment and Testing delivery is innovative and engaging.

Some types of English language Assessment and Testing such as self- English language Assessment and Testing and feedback can make a negative or positive effect on pupils' desire to learn something new in English. For many students learning goals and their evaluation play a very important role and have a big influence on their self-esteem and confidence. Internal (intrinsic) and external (extrinsic) motivation are used to motivate pupils in various ways. Internal motivation occurs when someone takes a test for their own pleasure or interest, rather than for a monetary benefit. Other variables, such as the desire to graduate or reach a certain level for employment

progression, motivate external motivation. Others, such as parents and instructors, can provide external motivation by encouraging children to achieve a specific level in a topic or certificate. So, motivation is one of the key factors in the learning process.

Unfortunately, if the pupils fail, they are more likely to go into a downward spiral, leading to emotions of disappointment and despair. The worst scenario is one in which some learners who obtain bad scores this time also earned low marks last time and come to anticipate to get low marks next time (Sperber, 1996). This cycle of failure gets ingrained in the minds of such pupils and their teachers. The teacher's objective is obviously to start the circle of motivation and achievement.

Students must know the framework of English language Assessment and Testing before classes begin, according to McMillan, in order for assessments to be deemed fair and ethical. They must know what will be assessed, how it will be scored, scoring criteria, anchors, exemplars, and instances of performance. If pupils are taking a written essay test, for example, the teacher can give them practice questions that match the quality of the final questions. Pupils may also be involved in developing grading criteria and applying those criteria to their own work or the work of their classmates after completing the practice questions. Teachers can instigate positive motivation by involving pupils in the assessment process. Pupils and teachers can work together to design some extra learning objectives. For example, the teacher might set goals based on student interests. Pupils build motivation to learn by being involved with the intended learning objectives. "If pupils play even a small role in setting the target...we can gain considerable motivational and therefore achievement, benefits" (Valian, 2019: 180).

Participating in self-English language Assessment and Testing can also help pupils notice and measure their progress. V. Valian (2019) comments that understanding how to evaluate one's work can initiate pupils' understanding of the connections between evaluation and achievement and can strengthen student performance. Pupils may become good judges of their own work with adequate instructor instruction and practice. Further research shows that when pupils

understand and apply self-assessment skills their achievement increases (Widdowson, 1998) and that self-assessments play a significant role in increasing pupils' motivation to learn (Krzeszowski, 1993).

Self-evaluation allows pupils to see their own progress and so become more motivated to succeed. Teachers may help pupils succeed by designing real, high-quality tests in addition to including them in English language Assessment and Testing. Only via effective evaluations can teachers and students receive an accurate understanding of achievement. Valid and trustworthy evaluations will indicate to the instructor and pupil exactly what information and skills they have acquired. Further learning can be begun as a result of these findings, whether through re-teaching or the establishment of new learning objectives. Teachers must be open and willing to consider assessments as accomplishment gauges, student motivators, and instructional guides in order to fully benefit from them. English language Assessment and Testing settings include a wide range of distinguishing qualities, and how we assess pupils has a significant influence on their learning.

Finally, the English language Assessment and Testing may be considered a tool for assisting pupils in learning, reporting on pupils' progress, and making instructional decisions.

1.4. Analysis of evaluation system of English language Assessment and Testing in European countries

Being abroad, there is a great variety in the definition of the evaluation system, both in the principles themselves and in the specific choice of methods of evaluation. In foreign schools, different systems of English language Assessment and Testing of knowledge, skills, and abilities are practiced, and different types of English language Assessment and Testing are adopted, including one-hundred, twelve, ten, and two-point systems. **Firstly, we proposed the main functions of the English language Assessment and Testing of educational achievements:**

1) **Control as English language Assessment and Testing**, which involves determining the level of achievement of an individual student to identify the level of readiness to learn new material that allows you to plan and teach educational material.

2) **Diagnostic corrective English language Assessment and Testing** that helps to identify the causes of difficulties encountered by the student during learning to identify gaps in knowledge and skills and correct its activities.

3) **The stimulating motivation in English language Assessment and Testing** that determines the organization of English language Assessment and Testing of pupils' achievement when it stimulates the desire to improve promotes the competitiveness of pupils and forms the motives for learning.

4) **The system Education for English language Assessment and Testing** determines such organization of English language Assessment and Testing of educational achievements of materials when its carrying out promotes repetition of specification and systematization of educational material improvement of preparation of pupils education.

5) **Disciplinary function English language Assessment and Testing** involves the formation of the ability to work responsibly, apply techniques of control and self-control, development of personality qualities such as diligence, activity, accuracy, etc.

Improving approaches to learning outcomes also extends integration processes in Europe and the need for a consensus on the conceptual framework for English language Assessment and Testing applied by different countries. In order to determine the main criteria for improving the evaluation system in the Education in Ukraine at the present stage such information as what should be the basis for evaluation, and what means of verifying the accuracy of evidence are needed to establish the plausibility of evaluation of decisions, how the quality of process evaluation can be ensured, should be analyzed. Another type of English language Assessment and Testing of pupils' achievements in European countries is external evaluation, which allows you to compare and obtain data on the level of knowledge of pupils at the regional or national level and take measures to improve overall educational

achievement. At the same time, due to the need to improve the quality of pupils' knowledge and the educational system as a whole, special attention is paid to handouts, which allows to identify the level of student achievement at a certain stage of learning and take timely measures to improve outcomes.

The transition from class to class in many countries is based mainly on the results of continuous English language Assessment and Testing of pupils' knowledge, skills, and abilities by teachers. Periodic evaluation often plays only a supporting role as, according to foreign experts, continuous evaluation provides a more realistic picture of progress. Evaluation criteria may be set by the educational institution or national authorities and are independent of the person conducting the evaluation. When assessing the pupils' success is compared with the established criteria, so all individuals can succeed if they suit the criteria.

In European countries, each has its own national evaluation system, the system of English language Assessment and Testing has been in place for a long time:

English language Assessment and Testing in Austria. In this country, there is a continuous English language Assessment and Testing that includes a block of exams conducted and evaluated by the teacher. A review of pupils' current activity may be supplemented at the discretion of the teacher or at the request of pupils by an oral interview lasting up to 10-15 minutes. Written exams are conducted during the school year and are conducted only in those subjects where written work occupies a prominent place such as language science. In senior classes, their duration can be extended to two or three hours. Short written tests in all subjects have gained official status since 1974. Evaluation takes the form of a 5-point system, 1 means "excellent", 2 means "good", 3 "satisfactory", 4 "passed" and 5 "failed".

Final exams are held after the completion of the curriculum and may have written or oral forms of defense of the thesis. The examination committee consists of teachers and is headed by an inspector or an employee of the Ministry of Education. Written and practical examinations are developed by teachers in two versions and submitted to the school board of the province, which selects one of them and returns

for the announcement in the presence of their own representatives on the day of the examination. Exams are conducted by a teacher who offers a grade for consideration by the council. The oral exam is open to the public. Exam questions are prepared by the teacher and approved by the chairman of the student commission, student chooses one of two or three questions in each subject. The grade is proposed by the teacher and submitted for approval by voting in the council.

English language Assessment and Testing in Great Britain. A motivating factor in the approach to English language Assessment and Testing in the UK is the need for central authorities to raise education standards and provide parents with information about the progress of their children. To this end, a system of a national assessment of student achievement was introduced at four stages of ownership of the national curriculum, namely at the ages of 7, 11, 14, and 16. The system of the national English language Assessment and Testing of pupils' achievement has the form of a national external assessment that complements the current English language Assessment and Testing of pupils' performance and internal tests examinations conducted at the school level. This allows us to determine the dynamics of each pupils' progress towards national standards and provide pupils, parents, and teachers with measures of these achievements.

The system of English language Assessment and Testing consists of national tests and includes an ongoing English language Assessment and Testing of written work and oral responses by teachers. 16-year-old pupils take an exam to obtain a general certificate of secondary education consisting of written work and classroom English language Assessment and Testing. The main purpose of English language Assessment and Testing is to check the degree of mastery of pupils' knowledge, skills, and abilities contained in the National Curriculum. The English language Assessment and Testing scheme identifies 10 levels of achievement in each subject. Parents receive the results of their child's English language Assessment and Testing together with the results of the achievements of other pupils of this age in the school. The exam for obtaining a certificate of secondary education is taken after the completion of

compulsory education and includes English language Assessment and Testing in subjects included in the National Curriculum. Knowledge skills are measured by the 7-digit ABCDEFG scale. Those who failed to meet the minimum standards for the G equation graduate without a certificate.

English language Assessment and Testing in Denmark. The system of English language Assessment and Testing of secondary school pupils in Denmark is very complex. The English language Assessment and Testing Scale used to measure the level of education of secondary school pupils covers parameters from 0 to 20 points. Due to the existence of three subgroups, the level of student competence is first determined in relation to the subgroup and then a decision is made on the choice of assessment within each group, which allows the teacher to more accurately assess pupils' performance.

English language Assessment and Testing in Germany. The success of pupils of all types of schools at both levels of education in Germany is constantly assessed through written tests and oral questions and practical activity. The results are presented in the relevant reports within and at the end of each year of study. Grades are issued starting from the end of the second year of study. A feature of the rating scale is the countdown in the opposite direction from six to one. That is, 1, in turn, means that the answer is higher than the relevant standard, 2 means that the answer is fully consistent with the standard, 3 means that the answer generally meets the standard, 4 the answer has shortcomings against everything that meets the standard, 5 the answer does not meet the standard against basic knowledge and there is a possibility to overcome the shortcomings and 6 means that the answer does not meet the standard and basic knowledge.

English language Assessment and Testing in Norway. The current system of assessing the performance of Norwegian secondary school students looks like this, in primary school, namely the first sixth grade, there is no mandatory formal English language Assessment and Testing of pupils, teachers and parents meet two or three times a year to informally discuss pupils' progress and quality of knowledge. In

secondary school, such as in 7-9 forms, pupils receive grades in compulsory subjects twice a year, they also receive grades and comments from teachers on written projects and other tasks. Grades given in junior high school correspond to a 5-point scale, such as G – excellent, M – very good, G – good, NG –satisfactory, and LG – weak.

English language Assessment and Testing in Greece. English language Assessment and Testing scale used in secondary schools in Greece and as well as in Norway is characterized by differentiation in the degree of primary and secondary school and the peculiarity is the lack of negative English language Assessment and Testing in secondary school. So, in 3-4 grades of secondary school pupils get A – excellent, B – very good, C – well, G – already good enough; in the 5-6 forms English language Assessment and Testing looks like 9-10 – excellent, 7-8 – very good, 5-6 – good, 3-4 – pretty good.

In general, English language Assessment and Testing of pupils plays an important role in the educational process of foreign countries, it provides the necessary information about the level of knowledge and progress of pupils and allows for better monitoring of the quality of education at the local and national levels (<https://opentext.wsu.edu/call/chapter/assessment-in-language-learning/>).

Conclusions to the first Chapter

Also, English language Assessment and Testing perform certain functions in the educational process. There are several types of **functions**:

1) **Detecting function** (It detects all steps during the learning process starting from plan to evaluation of students. It helps to improve productivity and get desired results).

2) **Making decisions** (During the evaluation procedure, the teacher analyzes the steps of learning and makes some decisions).

3) **Screening** (Assessment helps teachers to analyze pupils' activity and find gaps in the learning process).

4) **Feedback function** (Such process helps to understand students' emotions and thoughts after learning and after their evaluation).

5) **Inspiration** (Good assessment procedures give motivation for pupils to learn materials with encouragement).

We added such elements in English language Assessment and Testing.

Diagnostics in English language Assessment and Testing. This type of English language Assessment and Testing provides teachers with information about what knowledge or misconceptions the pupil has before the educational process. Diagnostic English language Assessment and Testing are sets of written questions (multiple choice or short answer) that assess a learner's current knowledge base or current views on a topic/issue to be studied in the course. Usually, this type helps to understand exactly how to build a curriculum based on previous student achievements. It allows a teacher to determine pupils' strengths, weaknesses, knowledge, and skills and plan meaningful and efficient instruction. Teachers easily know about what learners know or don't know in different topics and can focus on what they need to learn about, it cuts down pupils' frustration and boredom. Also, it provides information to individualize instruction. These are three important tips for using this type of English language Assessment and Testing:

- 1) It must be given before starting a course or unit.
- 2) It is not for grading purposes.
- 3) Try to get accurate results.

Formative English language Assessment and Testing. It is a deliberate process used by teachers and pupils during instruction to provide specific, actionable, and immediate feedback. Formative English language Assessment and Testing practices promote ongoing reflection and are used to quickly adjust teaching and learning. Such type of English language Assessment and Testing is the most powerful for pupils because this is a real part of instruction, teachers have individual conversations about pupils' problems.

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CHAPTER II.

MODERN METHODOLOGICAL APPROACHES FOR CREATING THE PERSON'S EVALUATING PROCEDURES

2.1. Tips for creating English language Assessment and Testing procedures

English language Assessment and Testing are no longer only examinations that pupils dread or fail to prepare for. As you may be aware, today's climate of increased educator responsibility has made evaluations difficult for not just kids but also instructors. English language Assessment and Testing may be effective tools for determining how well your pupils understand the subject you're teaching in class and how well you're covering it. To create a really good evaluation **English language Assessment and Testing procedure**, you need to have a plan that includes several important points.

1) **Begin English language Assessment and Testing by reflecting.** Allow the exam to focus mostly on the major ideas and abilities that were stressed during the unit in class. As a guide, use the learning objectives and pupils' outcomes.

2) **Establish explicit performance requirements of English language Assessment and Testing** for pupils. Transparency about what you're looking for and how you'll score them is critical. Rubrics, exemplars, review packages and conversations, example problems used as formative evaluations throughout the unit, and so on may all help with this.

3) **English language Assessment and Testing maintain grading** fair and objective for each pupil, create an evaluation rubric for yourself. Rubrics are great tools for showing pupils when they aren't reaching learning requirements and giving them a measurable objective to work toward.

4) **Provide detailed feedback on the English language Assessment and Testing grade.** It can be aggravating when students are exclusively concerned with their grades and fail to read the criticism, just to repeat the same mistakes. Try returning the assessment with simply the feedback and no grade, and then inviting them to schedule an appointment with you after reading the feedback to discuss it and obtain their numerical grade.

5) **Allow pupils to correct incorrect responses in exchange for half (or full) credit activity.** If we focus on learning rather than grades, it seems logical to allow them to review missing content and retake the proficiency test.

6) **Ascertain that the summative evaluation is reflected in the formative English language Assessment and Testing.** Pupils must be able to practice testing just as easily as they do studying. Make sure that at least one-third of the formative tests are in the same style as the summative exam (multiple-choice, true/false, short answer).

7) **Use the aggregate success (or lack thereof) of your pupils to inform your teaching.** If the majority of your students fail the same question or section, it's likely that your teaching method for that particular piece of the subject is to blame. Use the evaluation findings to guide future instruction.

8) **Allow pupils to take English language Assessment and Testing in groups.** This is more reflective of real-world learning and allows for high-stakes cooperation practice.

9) **Examples should be used in the process of English language Assessment and Testing.** Pupils will have a better understanding of what quality work looks like if you model a range of examples from bad to exceptional.

10) **Allow pupils to reflect in the process of English language Assessment and Testing all the times.** At the end of each summative unit test, provide a portion of self-assessment. "This unit allowed me to better enhance my critical thinking abilities on a scale of 1 to 5", for example. "Show three pieces of evidence to back up your response", says the next question. When encouraging pupils to be self- or peer-

reflective, always ask for many pieces of evidence to back up their claims, as they may have a different perspective on their work and growth than you do. These facts can be used to start a conversation. I usually offer my pupils credit for answering these reflective questions since it boosts their marks and makes them more interested in the topic.

11) When possible, use genuine English language Assessment and Testing.

Every evaluation does not have to be conventional. Reports, journals, lectures, films, and pupil interviews are examples of authentic evaluations. Allow yourself to experiment with the evaluation structure and be open to new ideas.

The alternative English language Assessment and Testing suggestions will fit into one of the six assessment types that are described below:

1. Controlled Condition Exams in the paradigm of English language Assessment and Testing. Online exams which replicate, as far as possible, the strictly controlled conditions in a face-to-face exam hall. The exam duration accurately reflects the amount of time that a pupil should spend on the English language Assessment and Testing.

2. Take-Home Papers in the paradigm of English language Assessment and Testing. Open-book assignments with durations of 24 hours to 7 days. Pupils are expected to work on the assignment for a maximum of eight hours in any 24-hour period.

3. Quizzes & In-class Tests. Short tests and quizzes, typically worth no more than 25% of a module.

4. Practical Exams in the paradigm of English language Assessment and Testing. Practical assessments with a short, fixed duration such as presentations, group presentations, vivas, clinical exams, OSCEs, lab tests, etc.

5. Research Projects. Extended, in-depth coursework assignments involving research and independent study.

6. Coursework and Other Assessments in the paradigm of English language Assessment and Testing. Assignments where pupils are typically given a few weeks

to complete the assessment. Includes essays, reports, portfolios, artifacts, exhibitions, etc. Where English language Assessment and Testing does not fit into one of the other categories, it nominally falls under the coursework regulations.

Online evaluation procedures in the paradigm of English language Assessment and Testing, will be very useful nowadays. This sort of evaluation is generally used to examine cognitive capacities and demonstrate what has been learned following a specific educational event, such as the completion of an institutional unit or chapter. The internet has become an increasingly appealing medium for delivery assessment, thanks to the widespread availability of course administration software. Effective teaching and learning in the electronic world require the use of effective approaches (<https://www.ucl.ac.uk/teaching-learning/assessment-resources/designing-effective-online-assessment>).

A checklist explaining the evaluation criteria might be a useful tool here. Students work independently to compare their actions to the checklist and determine if they satisfy the needed level of understanding. A test on the LMS that delivers automated answers and rapid feedback, as well as explanations, examples, and resources to facilitate further learning on the topic, is an alternative to the checklist. This strategy aids pupils in determining where they went wrong and, if wanted, strengthening their knowledge. When it comes to preparing and disseminating the exams, there are a few pointers to keep in mind to make **the evaluation in the paradigm of in the paradigm of English language Assessment and Testing** more effective:

- 1) Keep in consideration the pupils' ages. The software is simpler the younger they are. Consider using multiple-choice questions instead of the free answers. Add visuals or videos to interest the student and provide a different perspective on the text.
- 2) If pupils do not have access to technology, allow them to take the test offline.
- 3) Allow the pupils more time to complete the test in case of technological or Wi-Fi challenges in the paradigm of English language Assessment and Testing.

4) If the examination must be timed (for example, a final exam), offer pupils plenty of notice and possibly a practice test so they can test the platform and ask any queries ahead of time.

5) Make careful to provide variants of the solution if you allow free automatically scored replies. Include misspellings, as well as the answer with and without articles.

2.2. The process of the development of pupils' evaluation tasks English language Assessment and Testing

I would like to create my own English language Assessment and Testing task for pupils. First of all, I should determine the purpose of this evaluation task. As for me, I want to notice if pupils understand the grammar topic which is connected with Past Simple and I want to check their speaking abilities as an additional purpose.

So, I should clarify some important questions before making activity for assessment.

1) Which outcome(s) will be used to underpin the evaluation activity?

If we talk about the results, the rating scale will vary from 2-to 12 points. That is 2 as the lowest score which shows the low level of knowledge of the student on this topic and 12 as the highest score which shows that the student is fully aware of this topic. Of course, the score can be high, high enough, medium, and below average, depending on the demonstrated work (look at the scheme). The assessment will also include the teacher's feedback on the pupil's work so that the pupil understands where he made mistakes and how they can be corrected (examples of the feedback you can see in the scheme). To set the score correctly, you need to specify how many errors this or that score includes (Tables 2.1, 2.2).

Table 2.1

The level of knowledge of teenagers according to their mistakes in oral speech

12	The highest level	0 mistakes
11-10	High level	1-2 mistakes
9-7	Middle level	3-5 mistakes
7-4	Below average level	5-7 mistakes
4-3	Low level	7-10 mistakes
2	The lowest level	10 and more mistakes

Table 2.2

Feedback examples for evaluation of Grammar and Speaking by teens

Feedback examples for evaluation of Grammar and Speaking
1. You worked very well with grammar but I recommend you to pay attention a little bit to some speaking points like pronunciation and word order. We can practice together later.
2. You have tried hard and made progress. The main thing to work on is grammar rules, try to learn them by heart and everything will be good.
3. A good effort we only studied this tense, let's practice more together.

2) Will the English language Assessment and Testing be integrated with the learning program or normal workplace activity, or will it be a special event?

This English language Assessment and Testing will be carried out as a standard workplace procedure after studying the desired topic. All English language Assessment and Testing will be based on the curriculum.

3) What background knowledge, skills (including generic skills), and concepts must be included in the English language Assessment and Testing activity?

My English language Assessment and Testing activities will include general speaking, listening, and writing skills. For more, students must have communication skills, pair work, and creativity.

4) What conditions should apply? Since this procedure is not of a global English language Assessment and Testing nature, such as it is not an exam or test but is just an intermediate checking of knowledge on a mastered topic, students are allowed to use a list of vocabulary on a given topic to write a paper, they are quite free in time but still should to complete all tasks in time.

5) What degree of learner interaction and assessor assistance is allowable in completing the activity? Is specific direction or only general guidance appropriate?

One of the tasks will involve full interaction with pupils, as they will work in pairs. As for the evaluator's help, it is minimal and will cover more organizational issues or have general guidelines.

6) Does each English language Assessment and Testing task validly assess the outcome, i.e. does it assess what it should assess (in terms of the standard) and not something else? In accordance with my goal of assessment, the task assesses exactly those skills and knowledge that it should assess.

So, as I said previously my tasks will include Grammar with Past Simple and speaking activities. I would like to make the first Grammar English language Assessment and Testing activity more interesting than it can be in regular lessons.

English language Assessment and Testing activity № 1

Teacher gives pupils a box with different verbs and one by one they take 5 verbs. Then they go to their seats and start writing 5 sentences in the Past simple in their copybooks.

Nothing crushes classroom morale faster than announcing a pop quiz or traditional paper and pencil test. So, this type of English language Assessment and Testing

wouldn't be boring for them and made them more relaxed before the evaluation and English language Assessment and Testing.

English language Assessment and Testing activity № 2

Pupils should cooperate in pairs and make a dialogue on the topic "My last time when I feel happy". They should introduce it in pairs to the whole class.

This task helps the teacher to assess pupils' speaking skills and see how they can communicate with each other.

So, these English language Assessment and Testing tasks include not only criteria for the right evaluation but also creativity.

So, today's educational system relies heavily on English language Assessment and Testing. Assessment is used to evaluate individual performance as well as compare performance across a range and between groups. However, with so many various types of English language Assessment and Testing accessible (and frequently mandated) for so many different companies these days, it can be difficult to keep the primary objective of assessing in mind. English language Assessment and Testing is used to collect useful information about a pupil's performance or development or to establish a pupil's interests in order to make decisions regarding their learning process.

Teachers can use this information to adapt their teaching approaches by reflecting on each pupil's level of success as well as the group's individual tendencies. Continuous evaluation gives daily input on the learning and teaching process. English language Assessment and Testing can help to enhance the effectiveness of teaching and learning. It also promotes the idea of teaching as a formative process that grows over time as a result of student feedback and contribution. This fosters a positive school environment. English language Assessment and Testing motivates students by emphasizing the need for critical thinking, reasoning, and reflection, resulting in a positive learning environment.

To evaluate pupils' learning outcomes, a variety of methodologies can be employed. These evaluation approaches may be included in course assignments or

activities as a gauge of pupils' achievement of program goals as well as the college's overall educational goals in some situations. English language Assessment and Testing is crucial for a variety of reasons: the findings of the assessment give qualitative data that helps faculty figure out how to enhance their courses and/or programs by changing the curriculum, teaching styles, course materials, or other factors. English language Assessment and Testing findings may provide a persuasive argument for obtaining support for curricular and other changes when they are included in the planning cycle for curriculum creation and revision. English language Assessment and Testing may provide you with comparative statistics on how well your students are meeting the learning outcomes for your course or program, as well as how pupils perform in comparison to those at similar institutions.

English language Assessment and Testing may provide you with comparative statistics on how well your pupils are meeting the learning outcomes for your course or program, as well as how pupils perform in comparison to those at similar institutions. So, well-designed English language Assessment and Testing methods provide valuable information about pupils' learning.

2.3. Vocabulary and Grammar for English language Assessment and Testing

When learning a new language, it is essential to develop a strong foundation in both Vocabulary and Grammar. Vocabulary refers to the words and phrases used in a language, while grammar refers to the rules and structures that govern how those words and phrases are combined. In order to effectively communicate and express oneself, it is crucial to align Vocabulary with Grammar. This coursework aims to explore strategies and techniques for achieving this alignment.

One of the key components of language proficiency is a strong vocabulary combined with a solid understanding of Grammar. Vocabulary refers to the words and phrases that make up a language, while Grammar encompasses the rules and

structures that govern their usage. In order to excel in grammar, it is essential to expand and refine one's Vocabulary. This coursework aims to explore effective strategies for boosting vocabulary to enhance Grammar proficiency.

Certainly, the importance of Vocabulary and Grammar in language proficiency cannot be overstated. Vocabulary and Grammar are essential components that contribute significantly to achieving proficiency in a language. They play distinct yet interconnected roles in facilitating accurate expression, comprehension, and effective communication. Understanding the significance of Vocabulary and Grammar is crucial for anyone seeking to become proficient in a language.

Vocabulary, the knowledge of words and phrases in a language, is the foundation of accurate expression and comprehension. A rich Vocabulary allows individuals to choose the most precise words to convey their intended meaning. It enhances comprehension by enabling learners to understand unfamiliar words encountered in different contexts, whether in conversations, reading materials, or academic texts. Moreover, a wide-ranging Vocabulary promotes fluency, enabling individuals to communicate their thoughts smoothly and effortlessly. It also facilitates intercultural communication by encompassing cultural nuances and idiomatic expressions, leading to a deeper understanding of different cultures.

Grammar, on the other hand, provides the structural framework for clarity and organization in language. Grammar rules establish the structure of sentences, ensuring coherence and clarity in conveying ideas. Proper grammar allows individuals to communicate their thoughts in an organized and comprehensible manner, enhancing the overall effectiveness of their communication. Accuracy in grammar reduces ambiguity and misunderstandings, as grammatically correct sentences convey precise meanings. In professional and academic settings, adherence to grammatical norms is highly valued, as it enhances credibility and professionalism.

The actuality of research on the importance of Vocabulary and Grammar for English language Assessment and Testing in language proficiency remains significant and relevant in contemporary times. Language proficiency is a fundamental skill that

enables individuals to engage in effective communication, whether in personal, academic, or professional settings. Understanding the role of vocabulary and grammar in language proficiency has practical implications for language learners, educators, and researchers.

In today's globalized world, where cross-cultural interactions and communication are increasingly prevalent, the need for language proficiency is more pressing than ever. Language skills are essential for successful communication, building relationships, pursuing educational opportunities, and advancing in various careers. Proficiency in vocabulary and grammar is critical for individuals to express themselves accurately, comprehend complex ideas, and convey meaning with precision.

Furthermore, as societies become more diverse and multicultural, the significance of intercultural communication cannot be overlooked. Vocabulary and Grammar play a crucial role in fostering effective intercultural communication by enabling individuals to understand cultural nuances, idiomatic expressions, and specialized terms. The ability to navigate different linguistic and cultural contexts contributes to building inclusive and cohesive societies.

Researches on Vocabulary and Grammar in language proficiency continues to evolve. Scholars investigate effective strategies for Vocabulary acquisition, the impact of vocabulary size on overall language competence, the relationship between vocabulary and reading comprehension, and the role of grammar instruction in language learning. These studies inform language teaching methodologies, curriculum development, and the design of language learning materials. Moreover, research in the field of second language acquisition continues to explore how learners acquire vocabulary and develop grammatical competence. It examines the effectiveness of instructional approaches, the role of input and output in language learning, and the factors influencing vocabulary and grammar development across different learner populations (Strugielska & Piatkowska, 2017).

The actuality of research on the importance of Vocabulary and Grammar in language proficiency remains high due to the continued relevance and significance of language skills in today's interconnected world. Ongoing research in this field contributes to our understanding of effective language learning strategies, pedagogical approaches, and the development of language proficiency in various contexts.

Let us describe the approaches to the use of Grammatical material in the process of English language Assessment and Testing. The difficulty of studying Grammatical material for pupils can vary depending on factors such as their age, language proficiency level, prior knowledge, and individual learning styles. Studying grammatical material can pose varying levels of difficulty for pupils, depending on factors such as age, language proficiency level, prior knowledge, individual learning styles, learning environment, motivation, and the level of support and guidance they receive.

For younger pupils, understanding abstract grammatical concepts can be more challenging compared to older learners. They often benefit from concrete examples, visual aids, and interactive activities to grasp complex grammar rules. On the other hand, older pupils might struggle with unlearning incorrect grammar patterns formed in their earlier language learning experiences.

Language proficiency level also plays a significant role. Pupils with lower proficiency may find it difficult to comprehend and apply grammar rules, particularly if they have limited exposure to the target language. Higher proficiency pupils might encounter more advanced grammatical concepts, such as complex sentence structures or verb tenses, which require deeper understanding and application.

There are several approaches to the study of grammatical material in language learning and teaching. These approaches vary in their theoretical foundations, instructional techniques, and emphasis on different aspects of grammar. Here are some commonly recognized approaches:

Use of Deductive Approach in the process of English language Assessment and Testing. The Deductive Approach involves presenting learners with explicit rules and explanations of grammatical structures before providing practice exercises. Learners are expected to apply the rules directly to complete grammar-focused activities. This approach emphasizes the understanding of grammar rules as a basis for language production (Millikan, 2000).

Use of Inductive Approach in the process of English language Assessment and Testing. In contrast to the deductive approach, the inductive approach encourages learners to discover grammar rules through exposure to examples and guided practice. Learners analyze patterns and make generalizations about the language structures. This approach promotes a more learner-centered and discovery-oriented approach to grammar learning (Mykhalchuk & Kryshevych, 2019).

Use of Communicative Approach in the process of English language Assessment and Testing. The communicative approach focuses on learning grammar in the context of meaningful communication. Grammar is taught and learned through authentic language use and purposeful communication tasks. Grammar instruction is integrated into meaningful activities that reflect real-life language use and promote the development of communicative competence (Langacker, 2008).

Use of Task-Based Approach in the process of English language Assessment and Testing. The task-based approach places an emphasis on language use and learning through the completion of real-world tasks. Grammar is taught and practiced in the context of task completion, where learners need to use appropriate grammatical structures to achieve a communicative goal. This approach aims to develop learners' ability to use grammar in authentic, task-oriented situations (Sosnowski & Bonnard, 2015).

Use of Contrastive Analysis in the process of English language Assessment and Testing. Contrastive analysis involves comparing the grammatical structures of the target language with the learners' native language or other known languages. It helps learners identify and understand the similarities and differences between the

two languages, which can facilitate the learning and acquisition of grammatical structures (Kramsch, 1993).

Use of Noticing Approach in the process of English language Assessment and Testing. The noticing approach focuses on drawing learners' attention to specific grammatical features through explicit instruction or guided activities. The goal is to enhance learners' awareness of grammar in authentic language use and promote the noticing and internalization of grammatical structures through repeated exposure and practice (Talmy, 2000).

Use of Cognitive Approach in the process of English language Assessment and Testing. The cognitive approach to grammar learning emphasizes the role of cognitive processes, such as problem-solving, reasoning, and memory, in acquiring and using grammatical structures. It explores how learners mentally process and internalize Grammar rules and structures through various cognitive strategies and techniques (Murphy, Melandri & Bucci, 2021).

Use of Integrative Approach in the process of English language Assessment and Testing. The integrative approach integrates the teaching of grammar with other language skills, such as listening, speaking, reading, and writing. Grammar instruction is contextualized within meaningful language activities that promote the integration of grammatical knowledge into overall language proficiency (Matsuo, 2014).

It is important to note that different approaches to the study of grammatical material can be complementary, and the choice of approach depends on factors such as learners' needs, proficiency levels, learning styles, and teaching contexts. Effective Grammar instruction often combines elements from various approaches to create a balanced and comprehensive learning experience.

Theoretical postulates are fundamental principles or assumptions that form the basis of our understanding of the importance of Vocabulary and Grammar in language proficiency. Several key theoretical postulates contribute to our knowledge in this area: One such postulate is the Input Hypothesis, which suggests that language

acquisition occurs when learners receive comprehensible input slightly beyond their current proficiency level. This emphasizes the significance of exposure to meaningful and contextually rich language input, encompassing both vocabulary and grammatical structures (Mykhalchuk, Zlyvkov, Lukomska, Nabochuk & Khrystych, 2022).

The Lexical Approach in the process of English language Assessment and Testing is another postulate that highlights the importance of vocabulary in language learning. It emphasizes the acquisition and use of multi-word chunks or collocations, recognizing their role in enhancing fluency and communicative competence. This approach acknowledges the impact of vocabulary on shaping grammatical accuracy and natural language production (Croft, 2009).

The concept of communicative competence is another key postulate. It emphasizes that language proficiency extends beyond knowing Grammar rules and Vocabulary. Communicative competence involves using language appropriately in different social and cultural contexts to achieve communicative goals. It encompasses grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

Cognitive linguistics provide insights into the relationship between language, thought, and cognition. According to this postulate, vocabulary and grammar are interconnected aspects of language that influence how we perceive and interpret the world. Understanding Vocabulary and Grammar is crucial for constructing meaning and expressing thoughts and ideas.

Interactionist theories, such as the Sociocultural Theory, emphasize the role of social interaction in language learning. These theories highlight the importance of meaningful communication and interaction with others in acquiring vocabulary and grammar. Through interactions, learners receive feedback, negotiate meaning, and internalize language structures (Evans, 2016).

These theoretical postulates offer a theoretical framework for understanding the importance of Vocabulary and Grammar in language proficiency. They underscore the interplay between vocabulary and grammar, the significance of

meaningful input and interaction, and the holistic nature of language competence. By considering these postulates, educators can design effective language instruction that promotes vocabulary and grammar development, fostering overall language proficiency and communicative competence.

The British Council offers various recommendations for incorporating dictionaries into language learning, including the study of grammar for schoolchildren (<https://www.ucl.ac.uk/teaching-learning/assessment-resources/designing-effective-online-assessment>). These recommendations may help guide approach:

Dictionary Familiarization in the process of English language Assessment and Testing is in these points:

1. Introduce pupils to different types of dictionaries, such as monolingual, bilingual, or learner's dictionaries, and explain their purposes and features.
2. Teach pupils how to navigate a dictionary, including how to locate entries, decipher abbreviations, and interpret pronunciation symbols.

Vocabulary Building in the process of English language Assessment and Testing includes:

1. Encourage pupils to use dictionaries to explore the meanings, synonyms, antonyms, and usage examples of new vocabulary encountered in grammar lessons.
2. Guide them to look up words that are relevant to the Grammar concepts they are studying to deepen their understanding and improve their usage.

Grammar Reference in the process of English language Assessment and Testing includes:

1. Instruct pupils to use dictionaries as Grammar references to find explanations, rules, and examples related to the Grammar structures they are learning.
2. Teach them to locate specific grammar points within the dictionary and to interpret the explanations and examples provided.

Error Correction in the process of English language Assessment and Testing includes:

1. Encourage pupils to use dictionaries to identify and correct Grammar errors in their written work.

2. Guide them to refer to dictionaries to verify Grammar rules, identify correct forms of suggestions and understand explanations that can help them rectify errors.

Independent Learning in the process of English language Assessment and Testing includes:

1. Promote the use of dictionaries as tools for independent learning and self-correction.

2. Encourage pupils to develop a habit of consulting dictionaries when they encounter unfamiliar Grammar structures or vocabulary in their reading, writing, or listening activities.

The recognition by the British Council of the positive impact of integrating vocabulary into grammar learning underscores the importance of this approach in supporting children's language development. By combining a robust vocabulary with a solid understanding of Grammar, children are better equipped to navigate and engage with the language in diverse contexts.

One key aspect of integrating Vocabulary into Grammar learning is the enrichment of children's language proficiency. A rich Vocabulary allows children to express themselves with greater precision and clarity. They can choose the most appropriate words to convey their thoughts and ideas, resulting in more effective communication. Moreover, a wide-ranging Vocabulary enhances their receptive skills, enabling them to comprehend a variety of texts, conversations, and language inputs.

Communication skills are also significantly enhanced through the integration of vocabulary and grammar. As children learn how words and grammar structures work together, they develop a deeper understanding of language conventions and usage. This understanding enables them to construct grammatically accurate and coherent sentences, leading to more fluent and coherent communication. By honing

their ability to use Vocabulary within the context of Grammar, children become more confident and articulate communicators (Zinken, 2007).

The integration of Vocabulary and Grammar in the process of English language Assessment and Testing also contributes to overall language development. By actively incorporating Vocabulary into Grammar learning, children engage in a more holistic approach to language acquisition. They see the interconnections between words and Grammar rules, facilitating a deeper understanding of the language as a whole. This integrated understanding of Vocabulary and Grammar lays a solid foundation for further language learning and enables children to apply their knowledge across various language skills, including reading, writing, speaking, and listening.

To effectively support children in incorporating vocabulary into grammar learning, educators and parents play a crucial role. They can create engaging activities that involve meaningful and contextualized use of Vocabulary within Grammar lessons. By providing opportunities for authentic language use, such as discussions, debates, and real-world tasks, children can apply their Vocabulary and Grammar knowledge in practical settings. Additionally, continuous exposure to diverse Vocabulary as some rich material, such as books, articles, and multimedia resources, helps expand children's lexical repertoire and reinforces the connection between Vocabulary and Grammar.

In conclusion, the British Council recognizes the significance of integrating vocabulary into grammar learning for children's language proficiency, communication skills, and overall language development. By equipping children with a strong vocabulary foundation and a solid grasp of Grammar, they are better prepared to navigate and engage with the language in various contexts. Educators and parents play a vital role in actively supporting children's incorporation of vocabulary into grammar learning through engaging activities, authentic language use, and exposure to diverse Vocabulary as some rich materials.

Language experts (Langacker, 1991) as they share practical ideas and strategies to assist learners in expanding their Vocabulary and, more importantly, retaining it. Throughout the video (Teacher talk is Building and retaining Vocabulary), they present a range of engaging activities that can be readily implemented to support pupils in this crucial area of language development.

The video delves into various techniques and approaches, that educators can utilize to facilitate Vocabulary growth and long-term retention. The experts emphasize the significance of helping learners establish a wide range of vocabulary words, while also exploring effective methods to ensure that this knowledge remains embedded in their language repertoire.

The video features in the process of English language Assessment and Testing a compilation of practical ideas and activities that have proven successful in supporting Vocabulary acquisition and retention. The language experts provide clear explanations and step-by-step guidance on how to implement these activities in the classroom. Some of the highlighted activities include:

Use of Vocabulary Games in the process of English language Assessment and Testing: Engaging learners in interactive games that promote vocabulary acquisition through fun and competition. Examples discussed include word association games, Vocabulary quizzes and memory challenges.

Use of Contextual Learning in the process of English language Assessment and Testing: Encouraging students to learn new vocabulary within meaningful contexts, such as reading authentic texts or engaging in discussions on relevant topics. This approach enhances comprehension and retention by connecting words to real-life situations.

Use of Vocabulary Journals in the process of English language Assessment and Testing: Encouraging learners to keep personal Vocabulary journals where they record new words, their meanings, and example sentences. This practice fosters active engagement with Vocabulary and provides a reference for revision and reinforcement.

Use of Word Maps and Mind Maps in the process of English language Assessment and Testing: Introducing visual aids, such as word maps or mind maps, to help students visualize the relationships between words, concepts, and their connections. This technique promotes deeper understanding and aids in memory recall.

By employing the practical ideas and activities shared in the video, educators can effectively support their students in building and retaining Vocabulary. The strategies discussed by scientists (Croft & Cruse, 2004), who offer valuable insights into enhancing Vocabulary acquisition and long-term retention. With these innovative approaches, language learners can develop a rich Vocabulary repertoire and apply their knowledge confidently in real-life language situations.

Please note that the specific details and examples mentioned in the video are not provided in this textual summary. It is recommended to watch the video for a comprehensive understanding of the activities and ideas shared by the language experts.

In recent years, online game-based learning has gained significant popularity as an engaging and interactive method for language learning. However, debates continue to arise regarding its effectiveness as a tool for vocabulary acquisition. In our latest tip, we delve into this area with Game-based learning, where he sheds light on the potential of online game-based learning to offer valuable opportunities for language learning and enhance learner motivation. Online game-based learning has emerged as an innovative approach that combines educational content with interactive gaming elements. It capitalizes on the inherent motivation and engagement that games provide, making it an appealing option for language learners (Game-based learning). With the advancement of technology and the widespread availability of online platforms, learners can now access a variety of game-based learning resources specifically designed for Vocabulary development.

While the effectiveness of online game-based learning for Vocabulary acquisition is still a subject of debate, it offers several potential benefits. Scientists

(Barsalou, 2009) explains that well-designed games can create a context-rich environment where learners are exposed to a wide range of Vocabulary items and their usage (Game-based learning). By immersing learners in gameplay scenarios that require active language use, games provide opportunities for contextualized vocabulary learning and reinforcement.

One significant advantage of online game-based learning is its ability to enhance learner motivation and engagement. The interactive and competitive nature of games captures learners' attention and maintains their interest throughout the learning process. Scientists (Coffa, 1991) emphasize that the element of gameplay and the sense of achievement gained from progressing in the game can serve as powerful motivators for learners to actively participate and engage with the vocabulary content (Game-based learning).

Another notable aspect of online game-based learning is its potential to integrate various language skills. Games often involve reading, listening, speaking, and writing tasks, allowing learners to practice and apply vocabulary in a comprehensive and interconnected manner. This holistic approach contributes to a more well-rounded language learning experience, enabling learners to develop their vocabulary knowledge within the context of meaningful language use.

While ongoing debates exist regarding the effectiveness of online game-based learning for vocabulary acquisition, it holds promise as a valuable tool for language learners. By leveraging the inherent motivation and engagement of games, online platforms provide opportunities for contextualized vocabulary learning and promote active language use. The integration of various language skills further enhances the language learning experience. As technology continues to advance, further research and development in this area can offer more insights into optimizing the effectiveness of online game-based learning for Vocabulary acquisition.

In conclusion, we have provided an in-depth exploration of the characteristics of the relationship between pupils' lexical and grammatical skills. Through the examination of various theoretical postulates and approaches to the study of

Grammatical material, we have gained valuable insights into the intricate connection between Vocabulary and Grammar in language learning.

This paragraph highlighted the importance of Vocabulary and Grammar in language proficiency, emphasizing their integral role in effective communication and language development. It became evident that a strong vocabulary foundation is essential for learners to comprehend and express themselves accurately, while grammatical knowledge enables learners to construct coherent and meaningful sentences.

Furthermore, the chapter discussed the challenges that pupils may encounter when studying grammatical material. Factors such as age, language proficiency level, prior knowledge, and individual learning styles can influence the difficulty of grasping grammatical concepts. Understanding these factors can assist educators in tailoring their teaching approaches to meet the diverse needs of learners.

To address these challenges, the chapter proposed strategies and activities for integrating Vocabulary and Grammar learning. By incorporating engaging exercises and tasks, educators can facilitate the acquisition of Vocabulary and its alignment with Grammatical structures. These approaches promote active engagement, contextualized learning, and the application of knowledge in meaningful language use.

Conclusions to the second Chapter

To create a really good evaluation **English language Assessment and Testing procedure**, you need to have a plan that includes several important points.

1) **Begin English language Assessment and Testing by reflecting.** Allow the exam to focus mostly on the major ideas and abilities that were stressed during the unit in class. As a guide, use the learning objectives and pupils' outcomes.

2) **Establish explicit performance requirements of English language Assessment and Testing** for pupils. Transparency about what you're looking for and

how you'll score them is critical. Rubrics, exemplars, review packages and conversations, example problems used as formative evaluations throughout the unit, and so on may all help with this.

3) **English language Assessment and Testing maintain grading** fair and objective for each pupil, create an evaluation rubric for yourself. Rubrics are great tools for showing pupils when they aren't reaching learning requirements and giving them a measurable objective to work toward.

4) **Provide detailed feedback on the English language Assessment and Testing grade.** It can be aggravating when students are exclusively concerned with their grades and fail to read the criticism, just to repeat the same mistakes. Try returning the assessment with simply the feedback and no grade, and then inviting them to schedule an appointment with you after reading the feedback to discuss it and obtain their numerical grade.

5) **Allow pupils to correct incorrect responses in exchange for half (or full) credit activity.** If we focus on learning rather than grades, it seems logical to allow them to review missing content and retake the proficiency test.

6) **Ascertain that the summative evaluation is reflected in the formative English language Assessment and Testing.** Pupils must be able to practice testing just as easily as they do studying. Make sure that at least one-third of the formative tests are in the same style as the summative exam (multiple-choice, true/false, short answer).

7) **Use the aggregate success (or lack thereof) of your pupils to inform your teaching.** If the majority of your students fail the same question or section, it's likely that your teaching method for that particular piece of the subject is to blame. Use the evaluation findings to guide future instruction.

8) **Allow pupils to take English language Assessment and Testing in groups.** This is more reflective of real-world learning and allows for high-stakes cooperation practice.

9) Examples should be used in the process of English language Assessment and Testing. Pupils will have a better understanding of what quality work looks like if you model a range of examples from bad to exceptional.

10) Allow pupils to reflect in the process of English language Assessment and Testing all the times. At the end of each summative unit test, provide a portion of self-assessment. “This unit allowed me to better enhance my critical thinking abilities on a scale of 1 to 5”, for example. “Show three pieces of evidence to back up your response”, says the next question. When encouraging pupils to be self- or peer-reflective, always ask for many pieces of evidence to back up their claims, as they may have a different perspective on their work and growth than you do. These facts can be used to start a conversation. I usually offer my pupils credit for answering these reflective questions since it boosts their marks and makes them more interested in the topic.

11) When possible, use genuine English language Assessment and Testing. Every evaluation does not have to be conventional. Reports, journals, lectures, films, and pupil interviews are examples of authentic evaluations. Allow yourself to experiment with the evaluation structure and be open to new ideas.

The alternative English language Assessment and Testing suggestions will fit into one of the six assessment types that are described below:

1. Controlled Condition Exams in the paradigm of English language Assessment and Testing. Online exams which replicate, as far as possible, the strictly controlled conditions in a face-to-face exam hall. The exam duration accurately reflects the amount of time that a pupil should spend on the English language Assessment and Testing.

2. Take-Home Papers in the paradigm of English language Assessment and Testing. Open-book assignments with durations of 24 hours to 7 days. Pupils are expected to work on the assignment for a maximum of eight hours in any 24-hour period.

3. Quizzes & In-class Tests. Short tests and quizzes, typically worth no more than 25% of a module.

4. Practical Exams in the paradigm of English language Assessment and Testing. Practical assessments with a short, fixed duration such as presentations, group presentations, vivas, clinical exams, OSCEs, lab tests, etc.

5. Research Projects. Extended, in-depth coursework assignments involving research and independent study.

6. Coursework and Other Assessments in the paradigm of English language Assessment and Testing. Assignments where pupils are typically given a few weeks to complete the assessment. Includes essays, reports, portfolios, artifacts, exhibitions, etc. Where English language Assessment and Testing does not fit into one of the other categories, it nominally falls under the research regulations.

CONCLUSIONS

I. English language Assessment and Testing perform certain functions in the educational process. There are several types of *functions*:

1) ***Detecting function*** (It detects all steps during the learning process starting from plan to evaluation of students. It helps to improve productivity and get desired results).

2) ***Making decisions*** (During the evaluation procedure, the teacher analyzes the steps of learning and makes some decisions).

3) ***Screening*** (Assessment helps teachers to analyze pupils' activity and find gaps in the learning process).

4) ***Feedback function*** (Such process helps to understand students' emotions and thoughts after learning and after their evaluation).

5) ***Inspiration*** (Good assessment procedures give motivation for pupils to learn materials with encouragement).

II. We added such elements in English language Assessment and Testing.

Diagnostics in English language Assessment and Testing. This type of English language Assessment and Testing provides teachers with information about what knowledge or misconceptions the pupil has before the educational process. Diagnostic English language Assessment and Testing are sets of written questions (multiple choice or short answer) that assess a learner's current knowledge base or current views on a topic/issue to be studied in the course. Usually, this type helps to understand exactly how to build a curriculum based on previous student achievements. It allows a teacher to determine pupils' strengths, weaknesses, knowledge, and skills and plan meaningful and efficient instruction. Teachers easily know about what learners know or don't know in different topics and can focus on what they need to learn about, it cuts down pupils' frustration and boredom. Also, it provides information to individualize instruction. These are three important tips for using this type of English language Assessment and Testing:

- 1) It must be given before starting a course or unit.
- 2) It is not for grading purposes.
- 3) Try to get accurate results.

Formative English language Assessment and Testing. It is a deliberate process used by teachers and pupils during instruction to provide specific, actionable, and immediate feedback. Formative English language Assessment and Testing practices promote ongoing reflection and are used to quickly adjust teaching and learning. Such type of English language Assessment and Testing is the most powerful for pupils because this is a real part of instruction, teachers have individual conversations about pupils' problems.

The general goal of formative English language Assessment and Testing is to collect detailed information that can be used to improve instruction and pupil learning *while it's happening*. Many educators and experts believe that formative assessment is an integral part of effective teaching. For example, a formative English language Assessment and Testing technique could be as simple as a teacher asking pupils to raise their hands if they feel they have understood a newly introduced concept, or it could be as sophisticated as having pupils complete a self-assessment and testing of their writing that the teacher then reviews and comments on. While formative English language Assessment and Testing help teachers identify learning needs and problems, in many cases the English language Assessment and Testing also help pupils develop a stronger understanding of their academic strengths and weaknesses. When pupils know what they do well and what they need to work harder on, it can help them take greater responsibility for their learning and academic progress.

Summative English language Assessment and Testing. This type evaluates learning through snapshots of pupils' performance at the end of a learning period. The purpose of summative assessment is to answer the big question "Did all of our pupils learn the material?" There are some tips about this English language Assessment and Testing type:

1) Pupils should not be pushed through grades in the process of English language Assessment and Testing.

2) English language Assessment and Testing should be given at the end of units, periods and courses.

3) Such types of procedures of English language Assessment and Testing as portfolios, projects, interviews, essays, tests, and presentations can be given for pupils to check their knowledge.

4) Varying English language Assessment and Testing gives pupils opportunities to succeed.

5) Understanding questions ensure accurate English language Assessment and Testing.

6) A minor mistake should not have a major effect in the process of English language Assessment and Testing.

7) English language Assessment and Testing assess pupils' ability to synthesize, evaluate and apply content knowledge.

8) English language Assessment and Testing give pupils enough time for tests because they should not have to rush through a test just to pass.

9) English language Assessment and Testing assess what was covered during a class.

Summative English language Assessment and Testing are often high stakes, which means that they have a high point value.

Norm-Referenced English language Assessment and Testing. This model of English language Assessment and Testing is based on the comparison of test-takers concerning one another. All test-takers are measured under similar circumstances or against a predefined average when ranking or positioning their performance.

There are three main types of such English language Assessment and Testing:

Norm-referenced tests in education: These are perhaps the most common and relatable examples for most people. These include entrance exams to colleges and

competitive exams for professional courses and are designed to assess the relative performance of test-takers to a predefined group.

Skill-based tests: Non-referenced English language Assessment and Testing examples also include various subject and skill-based tests organized in learning institutions to determine the relative performance of learners. These tests determine eligibility for promotion to the next learning level or demotion to a previous level. They also help educators plan and modify their training programs for maximum impact.

Norm-referenced evaluation for learning abilities in the process of English language Assessment and Testing: A non-referenced test can help define the existence and severity of learning disorders such as dyslexia, autism, or non-verbal learning disability in children and adults. Based on test findings, a person's eligibility for special education services or special needs can be determined.

III. Criterion-Referenced English language Assessment and Testing. Criterion-referenced English language Assessment and Testing refers to the instructor evaluations of a pupil's performance on an assessment task that is based on pre-determined standards and criteria that are made available to pupils at the time the assignment is issued. Criterion-referenced English language Assessment and Testing enhances student transparency and uniformity while also supporting the following University English language Assessment and Testing principles:

1) ***The English language Assessment and Testing Approach*** is consistent and promotes learning development inside and between courses and programs.

2) ***Course-level learning goals***, as well as program and university-level Graduate Profiles, are matched with English language Assessment and Testing activities.

3) ***English language Assessment and Testing principles*** are credible and legitimate, and it is carried out fairly and equitably.

4) *Pupils have access to English language Assessment and Testing details* in a timely way, and English language Assessment and Testing processes are uniform and open.

5) *English language Assessment and Testing implies the use* of correctly crafted rubrics makes criterion-referenced evaluation obvious to pupils.

Interim/Benchmark English language Assessment and Testing. Interim English language Assessment and Testing are used by educators to identify whether pupils are on pace to do well on future English language Assessment and Testing, such as standardized tests or end-of-course examinations, by evaluating where they are in their learning process. Interim English language Assessment and Testing are frequently given at regular intervals during a course or school year (for example, every six or eight weeks) and are not part of the teaching process. Interim English language Assessment and Testing Components: Provide information on the development of the pupils. Benchmark exam is a term that is used interchangeably with benchmark tests. Throughout the school year, at several “intervals”. Used to hold schools, pupils, and instructors accountable; used to identify areas where education has to be changed.

IV. Firstly, we proposed the main functions of the English language Assessment and Testing of educational achievements:

1) **Control as English language Assessment and Testing**, which involves determining the level of achievement of an individual student to identify the level of readiness to learn new material that allows you to plan and teach educational material.

2) **Diagnostic corrective English language Assessment and Testing** that helps to identify the causes of difficulties encountered by the student during learning to identify gaps in knowledge and skills and correct its activities.

3) **The stimulating motivation in English language Assessment and Testing** that determines the organization of English language Assessment and Testing of pupils' achievement when it stimulates the desire to improve promotes the competitiveness of pupils and forms the motives for learning.

4) **The system Education for English language Assessment and Testing** determines such organization of English language Assessment and Testing of educational achievements of materials when its carrying out promotes repetition of specification and systematization of educational material improvement of preparation of pupils education.

5) **Disciplinary function English language Assessment and Testing** involves the formation of the ability to work responsibly, apply techniques of control and self-control, development of personality qualities such as diligence, activity, accuracy, etc.

V. To create a really good evaluation **English language Assessment and Testing procedure**, you need to have a plan that includes several important points.

1) **Begin English language Assessment and Testing by reflecting.** Allow the exam to focus mostly on the major ideas and abilities that were stressed during the unit in class. As a guide, use the learning objectives and pupils' outcomes.

2) **Establish explicit performance requirements of English language Assessment and Testing** for pupils. Transparency about what you're looking for and how you'll score them is critical. Rubrics, exemplars, review packages and conversations, example problems used as formative evaluations throughout the unit, and so on may all help with this.

3) **English language Assessment and Testing maintain grading** fair and objective for each pupil, create an evaluation rubric for yourself. Rubrics are great tools for showing pupils when they aren't reaching learning requirements and giving them a measurable objective to work toward.

4) **Provide detailed feedback on the English language Assessment and Testing grade.** It can be aggravating when students are exclusively concerned with their grades and fail to read the criticism, just to repeat the same mistakes. Try returning the assessment with simply the feedback and no grade, and then inviting them to schedule an appointment with you after reading the feedback to discuss it and obtain their numerical grade.

5) Allow pupils to correct incorrect responses in exchange for half (or full) credit activity. If we focus on learning rather than grades, it seems logical to allow them to review missing content and retake the proficiency test.

6) Ascertain that the summative evaluation is reflected in the formative English language Assessment and Testing. Pupils must be able to practice testing just as easily as they do studying. Make sure that at least one-third of the formative tests are in the same style as the summative exam (multiple-choice, true/false, short answer).

7) Use the aggregate success (or lack thereof) of your pupils to inform your teaching. If the majority of your students fail the same question or section, it's likely that your teaching method for that particular piece of the subject is to blame. Use the evaluation findings to guide future instruction.

8) Allow pupils to take English language Assessment and Testing in groups. This is more reflective of real-world learning and allows for high-stakes cooperation practice.

9) Examples should be used in the process of English language Assessment and Testing. Pupils will have a better understanding of what quality work looks like if you model a range of examples from bad to exceptional.

10) Allow pupils to reflect in the process of English language Assessment and Testing all the times. At the end of each summative unit test, provide a portion of self-assessment. "This unit allowed me to better enhance my critical thinking abilities on a scale of 1 to 5", for example. "Show three pieces of evidence to back up your response", says the next question. When encouraging pupils to be self- or peer-reflective, always ask for many pieces of evidence to back up their claims, as they may have a different perspective on their work and growth than you do. These facts can be used to start a conversation. I usually offer my pupils credit for answering these reflective questions since it boosts their marks and makes them more interested in the topic.

11) **When possible, use genuine English language Assessment and Testing.**

Every evaluation does not have to be conventional. Reports, journals, lectures, films, and pupil interviews are examples of authentic evaluations. Allow yourself to experiment with the evaluation structure and be open to new ideas.

VI. The alternative English language Assessment and Testing suggestions will fit into one of the six assessment types that are described below:

1. **Controlled Condition Exams** in the paradigm of English language Assessment and Testing. Online exams which replicate, as far as possible, the strictly controlled conditions in a face-to-face exam hall. The exam duration accurately reflects the amount of time that a pupil should spend on the English language Assessment and Testing.

2. **Take-Home Papers** in the paradigm of English language Assessment and Testing. Open-book assignments with durations of 24 hours to 7 days. Pupils are expected to work on the assignment for a maximum of eight hours in any 24-hour period.

3. **Quizzes & In-class Tests.** Short tests and quizzes, typically worth no more than 25% of a module.

4. **Practical Exams** in the paradigm of English language Assessment and Testing. Practical assessments with a short, fixed duration such as presentations, group presentations, vivas, clinical exams, OSCEs, lab tests, etc.

5. **Research Projects.** Extended, in-depth coursework assignments involving research and independent study.

6. **Coursework and Other Assessments** in the paradigm of English language Assessment and Testing. Assignments where pupils are typically given a few weeks to complete the assessment. Includes essays, reports, portfolios, artifacts, exhibitions, etc. Where English language Assessment and Testing does not fit into one of the other categories, it nominally falls under the research regulations.

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