



**The role of language on assessment outcomes:
an analysis of questions in English classrooms**

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Abstract: The following paper researches that the general practices associated with formative assessment can simplify learning, prevailing definitions acknowledge such a vast variety of operations that effects should be anticipated to vary widely from one implementation and student population to the next. In addition, the extent of commonly made quantitative claims for effectiveness is suspect, deriving from imperceptible, imperfect, old, or unpublished sources. To comprehend extreme advantage from formative assessment, new development should focus on conceptualizing well-specified approaches built around process and methodology engrained within specific content domains. Those conceptualizations should incorporate fundamental quantity values that encourage teachers and students to distinguish the inferential nature of assessment.

Key words: evaluation, formative assessment, summative assessment, EFL education, instructional enhancement, conceptualizations

Introduction

The rise of globalization and the recognition of English as a lingua franca have contributed to English language education worldwide, solidifying the significance of K-12 English as a foreign language (EFL) education. Assessment is critical in K-12 EFL education. Formative assessment, as described by Bennett (2011) is a scientifically grounded educational technique that is aimed at evaluating learning outcomes during the educational process, often called ‘assessment for learning’. Unlike summative assessment,



which evaluates student learning at the end of an instructional period and is often perceived as a one-dimensional judgement of learners' achievements, formative assessment operates on multiple dimensions. This type of assessment provides continued feedback that transcends mere outcome-focused measures. This dynamic approach enables educators to modify their teaching strategies in real time to better respond to students' needs. In contrast, summative assessment differs considerably in its application. The primary role of summative assessment is to quantify learners' achievements at a specific point, functioning as a singular perspective on student evaluation. The utility of formative assessments extends particularly within the realm of EFL education. It allows educators to gain insights into students' progress and learning requirements, facilitating the development and implementation of customized instructional modifications. Furthermore, formative assessment acts as a vital reflection tool for teachers. It fosters professional development by identifying areas for instructional enhancement, thereby contributing considerably to improving teaching practices emphasized Li and Yonggi Gu (2023). To my mind, for three different learners, CEFR (Common European Framework of Reference) is better to be used in order to describe their language proficiency. According to the CEFR framework, we can see 'can do' descriptors for each learner's level are utilized and these descriptors could show or indicate what learners might be able to do. There are three level systems of the CEFR which characterize learners as basic, independent and proficient learners. Figueras (2012) emphasizes more about descriptors of the CEFR by stating them as one of the most significant innovations containing definiteness, positiveness, independence and brevity characteristics.

However, Figueras (2012) also claims that despite the use of obvious changes in level labels or in level definitions to match the recommendation, there is no confirmed evidence done in the CEFR or the influences on validity or developed relevance. With these arguments on the CEFR descriptors, one could come with conclusion that the level descriptors of the CEFR do not describe any objectives or outcomes. On the other hand, Fulcher (2016) states about the use of the scales of the CEFR for rating and states "it is used for the criteria for the attainment of a learning objective" (p. 33). Even though there



is one student (Student B) in the following profile who is preparing for the IELTS, identifying the appropriate assessment of this student based on the CEFR descriptors can be valuable. Because reference level labels of the CEFR is tested with A1, A2, B1, B2, C1 and C2). Thus Figueras (2012) demonstrates that level descriptors are not only commonly used for adults but also young learners learning languages despite accompanying level descriptors' transparent. Learners in my profile are learning English to get language proficiency certificate as fast as they could and their planned test is multi-level test organized based on the CEFR framework in Uzbekistan therefore, the syllabus which can be appropriate for those learners covers up language learning and language teaching outcomes incorporated with real life - oriented approach.

Formative assessment is the process from “where the learner is right now” to “where the learner is going” stated Black and Wiliam (2009, p. 8). Evidence suggests that formative assessment is an important part of classroom work, and the development of formative assessment can raise standards of learning achievement claimed Black and Wiliam (1998). In recent years, governments around the world have become increasingly active in pursuing this goal through educational reform. The Chinese government has introduced a series of policy documents as part of the English curriculum reform (Gu, 2012). Most of these documents, especially the curriculum standards, explicitly require the implementation of formative assessment in the classrooms pointed out MOE, 2020.

To sum up, when it comes to cope with the criteria of assessment in classroom we need to involve assessment, teaching, learning and assessment objectives come from curriculum standards and the associated theoretical conceptions of language competence. Clear goals play an important role in guiding English language teaching, learning and assessment. In addition, criteria for successful achievement of the objectives should be clearly identified and the teachers' understanding and understanding of the criteria form an important part of their pedagogical content knowledge. In classroom-based formative assessment, teachers should first acquaint themselves with the curriculum standards, which set out what is to be taught and learnt. Second, teachers should look beyond the objectives of each lesson to grasp the theoretical conceptualization of language competence, to map



the objectives of each lesson to the theoretical construct, and to make judgments based on various situations in classroom teaching, learning and assessment.

References:

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