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# Х А Б А Р Ш Ы С Ы

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**ВЕСТНИК**

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## **DEVELOPMENT OF ASSESSMENT SYSTEM IN SCHOOL EDUCATION**

**Abstract.** This article discusses the history of assessment as an important component of the content of education. Updates in the content of education in the Republic of Kazakhstan are directly related to changes in the assessment system. Therefore, this problem is one of the urgent problems. The article analyzes the interpretation of the definitions "assessment" and "mark" in various pedagogical and psychological studies of scientists. The advantages and disadvantages of the traditional assessment system are considered while investigating the prerequisites for the introduction of criteria-based assessment. The five-point assessment system introduced in 1944 is characterized by its simplicity, clarity, consistency and versatility. But long-term practice of teachers also revealed its shortcomings. The authors highlight some of the main shortcomings of this system of assessment and give detailed explanations. In conclusion, the recommendations of various researchers on the modernization of the five-point assessment system are given. Conclusions are made about the necessity of transition to the model of criteria-based assessment including the quality of traditional assessment and assessment based on criteria.

**Keywords:** assessment, history of assessment, five-point system of assessment, criteria-based assessment.

B. G. Ananiev (1980) wrote about assessment: “When there is no assessment, this is the worst type of assessment, since this effect is not orienting, but disorienting, not positively stimulating, but depressing, forcing a person to build their own self-esteem not on the basis of an objective assessment, which reflects his real knowledge, but on very subjective interpretations of hints, half-understandable situations, the behavior of the teacher and students” [1, p.54]. Assessment has been and remains the main stimulating tool for learning. The introduction of criteria-based assessment has created new opportunities for collaboration between teacher and student. Based on a trusting relationship with the student, the teacher monitors and controls the student’s learning process through assessment. Today, assessment is a continuous process of motivation, goal setting, dialogue between teacher and student (J. Raven (2008), Hawkins, Peter; Smith, Nick (2007), Clarke S (2005), John A. Ross (2006), Elizabeth Hammerman (2009)).

Assessment now has several important goals:

1. Increase motivation. Assessment is one of the main stimulating tools. Bertram H. Raven (2008) notes that motivation affects a person’s activity and behavior more than his ability [2, p.5].

2. Organization of effective feedback. Different authors offer many methods for organizing effective feedback. For example, Hawkins, Peter; Smith, Nick (2007) proposed the CORBS methodology (clear, owned, regular, balanced, specific) [3], Laura Reynolds proposed 20 ways to ensure effective feedback, and Juva et al. (2004) developed 7 rules for organizing effective feedback [4].

3. Identifying student needs. During the assessment process, information is accumulated on the student's academic performance and poor performance, which helps to shape the trajectory of its development. According to Clarke S, this is not a listing of students’ mistakes, but helping them move forward [5].

4. Increasing self-evaluation skills of students. John A. Ross (2006) argues, that teachers might benefit from self-assessment to the extent that making assessment criteria explicit to students might help teachers clarify their intentions and distinguish essential from less important features of student performance. More focused teaching might result [6].

5. Development of responsibility for their own learning in students. According to Elizabeth Hammerman (2009), formative assessment is goal centered; that is, it focuses attention on successful teaching and learning of important learning goals and standards. This approach involves students in the teaching process and offers opportunities for them to take responsibility for learning by setting personal goals and selecting strategies for meaningful learning [7, p.34].

These goals, in our opinion, are basic, but they can be supplemented depending on the scale of the study.

Throughout all stages of the development of pedagogical science, monitoring and assessment have been and remain a necessary part of the educational process. The history of school education shows that since the emergence of these important categories, attempts have been made repeatedly to improve and change approaches to school monitoring and evaluation of students' achievements, which is also characteristic of the modern period of development of education.

The system of assessment of students' knowledge points originated in Germany in Jesuit schools of XVI-XVII centuries and gradually transformed from a three-point to a five-point assessment. In Russia, the scoring system originated in the XVI century, but only in 1846 officially introduced a five-point rating scale. In 1861, an article by K. D. Ushinsky was published, in which for the first time the existing testing and evaluation of knowledge in schools were criticized. He proposed to replace the scores in the form of figures with detailed written comments on the behavior and success of students [8, p.152]. In the period of reforming Russian schools in 1918, the national Commissariat on Education adopted a resolution On "abolition of the stamp" and the period best matches training.

This period is characterized by the emergence and functioning of such important concepts as "self-control" (the main form of control), "student achievement", which have not been used for a long period and have gained new relevance at the present time. Forms and means of control and assessment activities, which are used in this period, and today have not lost their relevance [9, p.9]. These are tests, conversations with students on the studied topic, oral and written reports, reports of students about books or articles read, works performed by the student according to his personal taste and choice, keeping working diaries that perform the function of self-control and reflection. Despite the positive aspects of this form of assessment, education without marks soon found its weaknesses: the widespread decline in the quality of knowledge, level of training, discipline; priority to the study of the school community, to the detriment of the individual. Since 1944, all schools of the USSR, including Kazakhstan introduced a digital five-point system of assessment of students' knowledge (SNK RSFSR resolution of 10.01.1944.)

Ideas related to the value of students' knowledge assessment were first summarized in the classic work of B. G. Ananyev "Psychology of pedagogical assessment" in 1934, but today they are relevant. The scientist considers evaluation as an important stimulating tool, "affecting the affective-volitional sphere, through the experience of success and failure, the formation of claims and intentions, actions and relationships", as well as a orienting tool – affecting the mental work of the student, "contributing to the awareness of the student of the process of this work and understanding of their own knowledge" [10, p.131].

The main characteristics of the monitoring and evaluation system include the following: 1) the interpretation of the basic concepts included in this system; 2) the backbone component of the monitoring and evaluation system are formulated for this period of development of the country goals and objectives of school education; 3) the functions of control and evaluation activities; 4) in primary school, non-marking education is maintained in the first half of the first class; 5) control and evaluation activities are carried out taking into account the level of differentiation.

The most important categories in the system of control and evaluation activities are the concepts of control, evaluation and evaluation. Most researchers consider and study control as a procedure for obtaining information about activities and their results in order to detect deficiencies, gaps and errors. At the same time, A. B. Vorontsov, V. V. Repkin, G. A. Zuckerman consider control within the framework of the concept of developmental education of V. V. Davydov and D. B. Elkonin, according to which control is an independent action. P. Ya. Galperin, S. V. Kobyl'nica, N. F. Talyzina I think that control is the basis of voluntary attention and interpret it in the context of a system of actions that allows the learner to manage their own learning and cognitive activity (DFC).

In textbooks and programs of the USSR centrally managed the process of training and education without taking into account the specific features of the nation. As a result, national consciousness and

cultural values were damaged, and a generation that forgot its native language appeared. Today, its completion is not easy. Therefore, the teacher of the new time should master the scientific and pedagogical foundations that can study the best practices of folk pedagogy and meet modern requirements. Now in the Republic of Kazakhstan in order to enter the world educational space educational reforms are implemented, new educational standards are adopted.

On this issue in Kazakhstan, many pedagogical scientists conduct research, the results of which are implemented in the educational process. In particular, G. Karaev, M. Zhanpeisova, G. Uralsk Zhanpeisova, M. Zhadrina, G. Kobdikova, T. B. scientists support the need to implement a system of integrated phased assessment of the content of education, including multi-level forms of assessment of the quality of education, through differentiation. Scientists of the Kazakh Academy of education conducted a qualitative analysis of the orientation of education quality assessment of the final result (M. Adrina, N. Orozakunov, others). Their works reflect the transition to a multi-level system of assessing the quality of education, the definition of its didactic conditions. From this point of view, scholars of the Republican Institute for improvement of education (G. Kordikova, G. Gatapova, etc.) identified the need to improve the methodical system of education quality assessment and put in the agenda the need of technologization of the educational process on the basis of new pedagogical technologies.

The main functions of the control system are: information, educational, diagnostic, motivational, prognostic. As a result of the analysis of the researches connected with control and estimated activity, it is established that the fundamental concept "assessment" is interpreted from the point of view of various aspects of this activity and is considered most often as process.

Various definitions of the terms "assessment" and "evaluation» (score) in psychological, pedagogical and methodical literature:

- Y. I. Perovsky (1960): Assessment is an expression of the relationship between what the student knows about the program and what he or she needs to know about these issues by the time the course is completed. Score (mark) is the outcome of the assessment process. Assessment is a process and a result;

- L.M.Friedman, (1983): Assessment – the result of control, expresses the degree of compliance of the results of the student's actions checked the parameters of these actions. Score (mark)– comparison of educational actions of the student: a) with the past actions of the same student; b) with similar actions of other students; C) with the established norm (sample) of these actions;

- Sh. A. Amonashvili, (1984), A. B. Khutorsky (2001), N. L. Stephanova (2008), N. S. Podhodova (2014): Assessment is a process, action (activity) of evaluation, which is carried out by a person;

- B. M. Polonsky (2001): Assessment is a systematic process of determining the degree of compliance of existing knowledge, skills with pre-planned. Can be qualitative, quantitative, include personal judgment;

- G. U. Ksenzova (2002): Assessment is the process of correlating real results with planned objectives;

- A. U. Kodzhaspirov, G. M. Kodzhaspirova (2005): Assessment – the process of correlating the result of the activity or behavior of the pupil or the course of the activity with a predetermined standard;

- A. Mukhanbetzhanova, B. Moldagaliev, O. Ernyazov (2005): Assessment is a teacher's tool to motivate, inspire and influence a person;

- T. I. Shamova (2007): Assessment – the expression of the teacher in the evaluative judgments, in conventional signs-points of the degree of development of students ' knowledge, skills established by the program. Assessment – the process of correlating the progress and results of activities with the target standard;

- B. I. Zagvyazinsky (2008): Assessment – judgment on the quality of the work performed, on the successes and shortcomings in the activities of students; it should also contain a constructive part that allows eliminating the shortcomings;

- N. F. Efremova (2012): Assessment (mark) is the process of determining achievement against specified criteria or requirements or benchmarks;

- A. Z. Tursynbayev (2015): Assessment is a method for determining the learning outcome and is a factor in correcting shortcomings when a student learns a certain topic and enhances its effectiveness;

- K. S. Abdiev (2015): Assessment of knowledge is the process of determining compliance with pre-planned knowledge and skills. Teacher's assessment can be organized in the form of oral and written comments (satisfactory, good, very good). Each comment corresponds to a specific rating.

Score - shows only a digital characteristic of the student's educational process.



This definitions of scientists published before 2015. In addition, some researchers interpret the concept of assessment as a result (L. M. Friedman) and as a unity of process and result (E. I. Perovsky); a number of scientists in the interpretation of this concept clearly do not indicate either the process or the result (V. I. Zagvyazinsky, T. I. Shamov).

The concept of assessment is closely related to the category of "score". Note that this term is considered by those researchers who interpret assessment as a result, distinguishing the concepts of assessment and evaluation. In this case, the assessment – the process of comparison, correlation, determination of the student's actions with the norm, the standard. Explorers like Sh. A. Amonashvili, G. M. Kodzhaspirov, G. Yu. Ksenzova, N. L. Stefanova, V. M. Polonsky, A. V. Khutorskoy equate the terms "score" and "assessment". According to the table, since 2008 in the works of scientists, the definition of the terms "assessment" and "score" began to be perceived in a different sense. Instead of being perceived as a process of comparison, these terms begin to be perceived as a process of forming certain values through constructive comments to achieve certain goals.

Within the framework of the new model of criteria-based assessment, which was introduced in Kazakhstan from 2016-2017 academic years, the assessment refers to such forms of activity of the training and students, assessing, including themselves, which provide information for feedback and modification of the teaching and learning process. This definition corresponds to the interpretation of evaluation in the International baccalaureate [11, p.107].

As a result of the analysis of researches it is possible to draw a conclusion that modern tendencies in researches of control and estimated activity in school education in works of the Kazakhstan and Russian researchers are characterized by the following directions:

- 1) search for opportunities to replace marks with other forms of assessment;
- 2) go to besomeone learning in elementary school;
- 3) replacement of a five-point scale of assessment on ten-point or twelve-point;
- 4) the formation of action of goal-setting, self-monitoring, self-evaluation in schoolchildren;
- 5) focus on comparing the achievements of the student with his past results;
- 6) the presentation of open requirements for the assessment of students and the transition to criteria-based assessments.

The study identified the main disadvantages of a five-point assessment system, which was considered in the works of Sh. A. Amonashvili, S. I. Arkhangelsky, V. P. Bepalko, T. S. Gorbunov, Z. Zh. Zhanabaev, M. V. Kaluga, M. V. Karnaukhov, A. A. Kasprzak, A. V. Kochergin, E. A. Krasnovsky, A. A. Kuznetsov, V. P. Mezentsev, O. A. Mitina, B. A. Mukushev, V. Naumenko, A. A. Pinsky, V. V. Usanov, M. A. Choshanov etc.

These disadvantages include the following main:

The study identified the main disadvantages of a five-point assessment system, which was considered in the works of Sh. A. Amonashvili, Z. Zh. Zhanabaev, M. V. Karnaukhov, A. B. Vorontsov, Zh. Qaraev, V. V. Voronov, S. I. Arkhangelski, V. M. Polonsky and others.

These disadvantages include the following main:

*Subjectivity of assessment.* Almost all researchers have noted this deficiency. However, it is clear that he is not associated with the system of assessment and procedure of evaluation. While the school has adopted an expert assessment of educational achievements, based on the subjective opinion of the teacher, this deficiency will be an integral feature of any assessment system.

*Low differentiation capacity.* The current practice has led to the fact that the five-point system is almost everywhere degenerated into a four-point, due to the extremely rare use of "one". So V. I. Zvonnikov, M. B. Chelyshkova even refuse the term "a five-point scale," calling her "four-point". The inability to accurately express the level of knowledge mark leads to teachers using additional marks derived from the basic, such as "five minus", "four plus" [12, p.54].

*Focus on fixing flaws.* The most important reason why advanced teachers criticized the school mark has always been that it embodies the ideology of punishment as the most important pedagogical technique. In the standard five-point system, the idea of subtraction is realized, in which all attention is focused not on achievements, but on fixing errors.

*Low informative level.* The transition from a qualitative, meaningful assessment to a mark is inevitably accompanied by irreversible loss of information (if, of course, a scale with a reasonable number of different

marks is used). "The score hides the object of assessment, that is the material for which it was obtained, and without qualitative analysis it is impossible to judge the student's progress" [13, p.56].

*The lack of clear rules for the output of the final (quarter, semester and annual) marks.* This shortcoming leads to many conflicts, as the same situation can be interpreted by teachers, students and parents in different ways. So the student, having received a quarter of 3, 4, 5, and 5, may hope for the final five. The teacher may have a different opinion. The lack of provisions clearly dealing with such cases, forces teachers to mark, focusing on their opinion.

*Equal weight of any marks.* According to accepted practice and mark for a small answer, and mark for the control work are reflected in the journal in the same way: one digit. And since both teachers and students often use the averaging operation when calculating the final mark, this equalizes the weight of all marks. Although the value of these marks is obviously different.

*Top Scale Limitations.* In the accepted system, the highest mark is "excellent". The impossibility of using a standard scale to adequately assess the exceptional success in the subject, as well as the resulting equalization of good and brilliant students was also noted by researchers.

It is also necessary to indicate the shortcomings of the five-point assessment, which are significantly less frequent or not at all noted by researchers of this problem. They are:

- a load of bad marks, due to the fact that they strongly affect the final mark, lowering it, and sometimes - irreversibly;
- lack of "insurance" student achievements, expressed in the possibility of "spoil" the final mark at the last moment;
- the complexity of the "breakthrough", improve the final mark, the mood of the system to fix only a noticeable improvement in educational achievements, which is expressed in improving the level of not less than "one point". This drawback follows from the low differentiating ability of the system;
- the lack of a system of accounting not only the result, but also the efforts made;
- the inadequacy, the incompleteness marks the academic achievements of the students, who missed classes;
- archaic system of fixing marks. "The weak link of this system should be considered the account of the results of the test, which does not have the necessary visibility: the study of class journals to determine the dynamics of the study of an individual student or class team as a whole is an extremely time-consuming process" [14, p.103].
- low transparency of reporting documentation.

These shortcomings have become a necessary and sufficient reason for the reform of the evaluation system in our country.

As a result, the analysis of the functioning of the five-point and criteria-based assessment systems of evaluation revealed four main factors affecting the nature of the evaluation system: the scope of assessment, the relationship between teacher and student, the student's attitude to the subject and the availability of the necessary tools to manage the educational process. From the analysis of the works of scientists in this area, we came to the conclusion that the new model of assessment should combine ungraded assessment and five-point assessment. So S. I. Arkhangelsky asserts: "Point gradation of educational activity is a well-established and quite effective system of assessing the current results of the educational process in the school. A clear description of the levels of ranking of fundamental features can serve as a legitimate basis for the search for functional relationships between the objective indicator of student learning and their subjective score given by teachers, experts in their field" [15, p.8]. Such a conclusion is drawn by such a serious researcher of the evaluation system as M. V. Karnaukhova: "...numerous experiments on the implementation of the traditional domestic model of didactic control have shown that it has internal reserves and is quite accessible for optimization" [14, p.103]. The conclusion of Z. A. Abasov does not seem unexpected: "Despite all the shortcomings, it has not yet been possible to find an alternative to the five-point system. So I think we should talk about her perfection, avoiding errors at estimation of knowledge of students" [16, p.65].

The conducted research in the framework of assessment and control systems allows us to conclude that the elimination of the shortcomings of the modern scoring system should not go through its abolition, but through the modernization and introduction of the criteria-based assessment system.

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### МЕКТЕПТЕГІ БІЛІМ БЕРУ ҮДЕРІСІНДЕ БАҒАЛАУ ЖҮЙЕСІНІҢ ДАМУЫ

**Аннотация.** Берілген мақалада білім беру мазмұнындағы маңызды компонент болып табылатын – бағалаудың тарихы сипатталған. Қазақстан Республикасындағы білім беру мазмұнының жаңаруы бағалау жүйесіндегі түбегейлі өзгерістермен тікелей байланысты болғандықтан, бұл мәселе өзекті мәселелердің қатарына еніп отыр. Бұрын сабақ үстіндегі бағалау тек мұғалімнің сабақ қорытындысы бойынша оқушының сабақ бойынша жұмысының нәтижесі ретінде қабылданса, бүгінде бағалау сабақ барысында үнемі үзіліссіз жүріп отыратын үдеріс. Яғни мұғалімнің әрбір әрекеті, пікірі, ойы білім қалыптастырушы сипатқа ие және бағалау ретінде қабылданады.

Авторлар «баға» және «бағалау» ұғымдарының анықтамаларына талдау жасай келе түрлі зерттеушілердің пікірлеріне жүгінеді. 1960 жылдан бастап, 2015 жылға дейін Кеңес Үкіметі және Қазақстан Республикасы зерттеушілерінің бағалау және баға ұғымдарына берген анықтамаларын зерделеу арқылы түйінді қорытындылар жасалады. Бақылау-бағалау қызметіндегі ең маңызды санаттар – бақылау, баға және бағалау ұғымдары сараланады. Бақылау-бағалау қызметімен байланысты зерттеулерді талдау нәтижесінде «баға» фундаментальді түсінігі осы қызметтің әртүрлі аспектілері тұрғысынан түсіндіріледі және жиі үдеріс ретінде қаралатыны анықталады. «Баға» және «бағалау» анықтамасының мәні мен мағынасына жылдар тізбегінде өзгерістер ене бастағанын айқындап, зерттеушілер бағалауға бұрынғыдай белгілі бір салыстыру әрекеттерінен гөрі межеленген мақсатқа жетуде оқушының бойында конструктивті пікір арқылы белгілі бір құндылықтарды қалыптастыруға бағытталған үдеріс ретінде қарайтынын ашып көрсетеді.

Критериалды бағалауды енгізу алғышарттарын талдау мақсатында дәстүрлі бағалау жүйесінің артықшылықтары мен кемшіліктері қарастырылады. 1944 жылдан бастап енгізілген бесұпайлық бағалау жүйесі білім беру мазмұнында берік бекініп, жылдар бойы өз тұрақтылығын көрсетіп келгенімен, уақыт өте келе кемшіліктерін де байқата бастады. Мақала барысында осы бесұпайлық бағалау жүйесінің кемшіліктері сараланып, әрқайсысына жеке сараптама жасалады. Олардың негізгілері ретінде: бағаның объективсіздігі, дифференциалдау мүмкіндігінің төмендігі, жүйенің кемшіліктерді тізбелеуге бағытталуы, бағаның ақпараттық құндылығының төмендігі, қорытынды бағаны шығарудың айқын ережесінің жоқтығы, кез келген бағаның бірдей салмағы, шкаланың жоғарыдан шектелуі қаралып, оларға толық сипаттама беріледі.

Сондай-ақ бесұпайлық бағалаудың айтарлықтай сирек немесе мүлдем ескерілмейтін кемшіліктерін де атап өткен жөн. Бұл:

– нашар бағалардың жүгі, себебі олар қорытынды белгіге қатты әсер етіп, оны кейде қайтымсыз төмендетеді;

– ең соңғы сәтте қорытынды белгіні "бұзу" мүмкіндігін білдіретін оқушы жетістіктерінің "сақтандыруының" болмауы;

- нәтижені ғана емес, сонымен қатар күш-жігерді есепке алу жүйесінің болмауы;

- сабақты босатқан оқушының оқу жетістігін бағалаудың түсініксіздігі;

- бағаны бекіту жүйесінің архаикалығы;

- есеп қағаздарындағы ақпараттың айқын болмауы.

Қорыта айтқанда, бағалаудың жұмыс негіздерін талдай отырып бағалау жүйесінің сипатына әсер ететін төрт негізгі факторды анықтауға мүмкіндік аламыз: бағалаудың қолданылу саласы, мұғалім мен оқушы арасындағы қарым-қатынас, оқушының оқылатын пәнге қатынасы және оқу процесін басқарудың қажетті құралдарының болуы. Осы бағыт бойынша ғалымдардың еңбектерін талдаудан біз бағалаудың жаңа моделі баға белгісіз бағалау (қалыптастырушы бағалау) мен критерийлерге негізделген бесұпайлық бағалауды (жиынтық бағалау) біріктіруі оң нәтиже беруі тиіс деген қорытындыға келдік.

Бағалау және бақылау жүйесі шеңберінде жүргізілген зерттеулер бағалаудың бесұпайлық жүйесінің кемшіліктерін жою, бағалаудың критериалды жүйесін енгізу жолымен жүргізілуі тиіс деген қорытынды жасауға мүмкіндік береді. Бағалау үрдісін қайта қараудың өзектілігі білім берудің заманауи міндеттерімен, білім берудің деңгейін хапықаралық стандарттарды және білім берудің сапасына қойылатын талаптарды ескере отырып жоғарылату, білім берудің нәтижелерінің шынайы болуын қамтамасыздау және елден тыс жерлерде қазақстандық мектептердің түлектерінің бәсекелестікке қабілетті болуы мақсатында бағаға және оқушының оқу жетістіктерін бағалауға қойылатын бірыңғай талаптарды жасау қажеттілігімен анықталады.

**Түйін сөздер:** бағалау, бағалаудың тарихы, бесұпайлық бағалау, критериалды бағалау

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## **РАЗВИТИЕ СИСТЕМЫ ОЦЕНИВАНИЯ В ШКОЛЬНОМ ОБРАЗОВАНИИ**

**Аннотация.** В данной статье рассматривается история оценивания как важный компонент содержания образования. Обновления в содержании образования в Республике Казахстан напрямую связаны с изменениями в системе оценивания, поэтому данная проблема является одной из актуальных проблем. Раньше оценка в классе была основана исключительно на итогах проделанной работы ученика в течение урока, но сегодня оценка – это непрерывный процесс. То есть каждое действие, мнение и мысль учителя с начала урока и до его конца являются информативными и оценочными.

Наиболее важными категориями контрольно-оценочной деятельности являются концепции контроля, оценивания и оценки. Анализируя трактовку определений «оценивание» и «оценка» в различных педагогических и психологических исследованиях ученых, авторами был проведен анализ определений терминов «оценивание» и «оценка» ученых Советского Союза и Республики Казахстан на протяжении с 1960 по 2015 годы. В результате исследований, связанных с контрольной и оценочной деятельностью, фундаментальное понятие «оценивание» интерпретируется с разных сторон учебной деятельности и часто рассматривается как процесс. Обнаружив, что ценность и значение определения «оценки» и «оценивания» менялись с годами, исследователи обращают внимание, что на сегодняшний день оценивание – это процесс, который стремится формировать ценности посредством конструктивного суждения об ученике, чтобы достичь более объективной цели, чем проводить конкретные сравнения.

С целью анализа предпосылок для внедрения оценки на основе критериев авторами были рассмотрены преимущества и недостатки традиционной системы оценивания. Введенная с 1944 года пятибалльная система оценивания прочно зарекомендовала себя в сфере образования на протяжении многих лет и характеризовалась своей простотой, понятностью, постоянством и универсальностью. Но многолетняя практика педагогов также выявила и ее недостатки. Авторы выделяют некоторые основные недостатки данной системы оценивания и дают подробные пояснения. К ним относятся: субъективность оценки, низкая возможность дифференциации, направленность на выявление недостатков, низкая информативность оценки, отсутствие четких правил выведения итоговой оценки, равный вес любой оценки, ограничение шкалы сверху.

Но необходимо указать и те, которые существенно реже или совсем не отмечаются исследователями данной проблемы. Это:

- груз плохих отметок, ввиду того что они сильно влияют на итоговую отметку, понижая ее, причем порой – необратимо;
- отсутствие «страховки» достижений ученика, выражающееся в возможности «испортить» итоговую отметку в самый последний момент;
- сложность «прорыва», улучшения итоговой отметки, настроенность системы на фиксацию лишь заметного улучшения учебных достижений, которое выражается в улучшении уровня не менее чем на «один балл». Этот недостаток вытекает из низкой дифференцирующей способности системы;
- отсутствие системы учета не только результата, но и приложенных усилий;
- неадекватность, неполнота представления отметками учебных достижений учащегося, пропуская занятия;
- архаичность системы фиксации отметок. Слабым звеном данной системы следует считать учет результатов проверки, который не располагает необходимой наглядностью: изучение классных журналов для определения динамики учебы отдельного школьника или классного коллектива в целом представляется крайне трудоемким процессом.
- низкая прозрачность отчетной документации.

Таким образом, анализируя основы систем оценивания, мы можем выявить четыре ключевых фактора, которые влияют на характер системы оценки: объем оценки, отношения учителя и ученика, отношение ученика к изучаемому предмету и наличие инструментов, необходимых для управления процессом обучения. Анализируя работу ученых в этой области, мы пришли к выводу, что новая модель оценки должна иметь положительное сочетание объективной оценки (формирующая оценка) и основанной на критериях пятибалльной оценки (итоговая оценка).

Исследования, проводимые в рамках систем оценивания и контроля, позволяют сделать вывод о том, что устранение недостатков системы оценивания по пятибалльной шкале следует проводить путем внедрения системы оценивания, основанной на критериях оценивания. Актуальность пересмотра процесса оценивания основана на едином подходе к оцениванию и оценке достижений учащихся с целью достижения современных

образовательных целей, повышения уровня образования в соответствии с международными стандартами и требованиями к качеству образования, обеспечения точности результатов обучения и конкурентоспособности выпускников казахстанских школ за рубежом.

**Ключевые слова:** оценивание, история оценивания, пятибалльное оценивание, критериальное оценивание.

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