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METHODS AND MEANS USED İN SUMMATİVE ASSESSMENT

Abstract. There are various models of assessment of student achievement in school practice. The most common among them is the assessment by results. Modern education in a managerial sense evaluates the activities of pedagogical workers, educational institutions and the system based on the dynamics of the development of the learning outcomes of learners. It is possible to carry it out only if there is a database of information collected during an objective assessment of training achievements. Ensuring the objectivity of the assessment of training achievements allows you to plan and manage educational activities at the enterprise on a scientific basis. And this does not happen suddenly or on command. This is possible during the emergence of new managerial thinking and its application in the learning process. This is because student achievement assessment is one of the key factors for improving management efficiency at all levels of the education system. For an objective assessment of student achievements, the summative assessment should be based on clearly given criteria, the results of which should allow analyzing the relevant learning indicators. Intra-school assessment of student achievements in secondary schools in modern times is one of the urgent problems of theoretical and pedagogical practice. Measuring the quality of education and the results of activity at different stages of development of society, as well as analyzing the results of the measurements, have always been the main point of interest of pedagogic scientists and methodologists. If the theoretical side of the problem attracted the attention of the researchers of this field more, the quality level of education in general education schools and the accessibility of the mechanism of evaluation of student achievements caused the concern of education managers and educators. Therefore, in order to successfully implement the important goals facing secondary

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schools from the perspective of modern requirements, it is necessary to create a new legal normative base in the field of summative assessment of student achievements, to organize training courses that serve to increase the level of professionalism and pedagogical skills of school leaders and teachers in this field, to prepare methodological recommendations and other turns the successful solution of important issues into demand. In such approaches, the need to develop new, reliable and scientifically based evaluation mechanisms for the purpose of accurate and objective measurement of student achievements in general education schools, as well as the evaluation of the school's activity, emerges as the need of the day. For this purpose, first of all, the study of scientific and theoretical approaches in the field of summative assessment of student achievements, the essence, content, goals and tasks of summative assessment have been systematically investigated, its possibilities have been revealed and the ways of effective use of those possibilities have been determined. From the analysis of theoretical-pedagogical and methodological literature it follows that in Azerbaijan and foreign practice there was no systematic research on summative assessment of student achievement in secondary schools. It is impossible to obtain reliable information about the quality level of education in schools without using purposeful, systematic and scientifically-pedagogical approaches to the summative assessment of students' learning achievement in secondary schools.

Key words: student achievement; summative assessment; evaluation objective; pedagogy; teacher.

INTRODUCTION / ВСТУП

Formulation of the problem. As a logical result of the Educational Reform program approved by the Great Leader Heydar Aliyev in 1999, new educational programs (curricula) began to be implemented in the 1st grades of secondary schools starting from 2008. The introduction of new educational programs (curricula) made it necessary to conduct an intra-school assessment of student achievements with a new mechanism. As a result of this necessity, by the decision of the Cabinet of Ministers dated January 13, 2009, No. 09, the concept of assessment in the general education system of the Republic of Azerbaijan was approved. The concept specifically mentions taking into account not only the cognitive (mental) activity of students in modern assessment activities, but also the quality indicators and the level of use of knowledge mastered by them.

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The concept shows that the final assessment is the main tool for assessing the progress achieved by students in the direction of mastering the standards. At the same time, one aspect of summative assessment is specifically highlighted in this historical document. It is reported that the main aspect of summative assessment is to reveal to what extent the learners have acquired the ability to apply what they have learned.

In order to ensure the practical application of the concept, the Ministry of Education of the Republic of Azerbaijan has prepared the "Rules for conducting intra-school assessment in secondary schools". It was decided to use all three intra-school assessments of students 'achievements in both documents, including diagnostic, formative and summative. Summative assessment of student achievements is understood as revealing and comparing the results of training of schoolchildren at one or another stage of training activity with the requirements set by state educational standards and programs. Consequently, the summative assessment is a measure of the level of the student's learning achievements, the quality of his knowledge, compliance with the normative ones.

The result of the summative assessment is analyzed, the student's existing knowledge, the skills and habits he shows are evaluated. The teacher makes appropriate adjustments at future stages of his own learning activity in accordance with the level of knowledge of the student. In traditional school practice, the objectivity of assessing student achievements is considered only from this position. The goal of summative assessment of student achievement is not only to measure the level of knowledge of students, but also to clarify the reasons for lagging in training, and on its basis to predict the future educational activities of schoolchildren.

Different participants in the summative assessment process are interested in different data. It consists in what purposes the results of the summative assessment will be used. For example, students learn to compare their results with other classmates, as well as to detect deficiencies in their knowledge and skills. Graduates evaluate their own achievements in comparison with other fellows in order to determine further educational paths. Teachers use this information in streamlining gaps in the development of students in the class where he teaches. Based on the results of the summative assessment, the teacher and the school administration reveal the need to ensure an individual approach to students in the learning process, to which student there is a need for repeated clarification of educational materials.

Similar information at the school level allows designing purposeful work to improve the quality of training. It is important to plan the activity of subject

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method combinations in order to clarify the content that is difficult to master and solve them successfully.

There are various models of assessment of student achievement in school practice. The most common among them is the assessment by results. Modern education in a managerial sense evaluates the activities of pedagogical workers, educational institutions and the system based on the dynamics of the development of the learning outcomes of learners. It is possible to carry it out only if there is a database of information collected during an objective assessment of training achievements. Ensuring the objectivity of the assessment of training achievements allows you to plan and manage educational activities at the enterprise on a scientific basis. And this does not happen suddenly or on command. This is possible during the emergence of new managerial thinking and its application in the learning process. This is because student achievement assessment is one of the key factors for improving management efficiency at all levels of the education system.

For an objective assessment of student achievements, the summative assessment should be based on clearly given criteria, the results of which should allow analyzing the relevant learning indicators.

Intra-school assessment of student achievements in secondary schools in modern times is one of the urgent problems of theoretical and pedagogical practice. Measuring the quality of education and the results of activity at different stages of development of society, as well as analyzing the results of the measurements, have always been the main point of interest of pedagogic scientists and methodologists. If the theoretical side of the problem attracted the attention of the researchers of this field more, the quality level of education in general education schools and the accessibility of the mechanism of evaluation of student achievements caused the concern of education managers and educators. Therefore, in order to successfully implement the important goals facing secondary schools from the perspective of modern requirements, it is necessary to create a new legal normative base in the field of summative assessment of student achievements, to organize training courses that serve to increase the level of professionalism and pedagogical skills of school leaders and teachers in this field, to prepare methodological recommendations and other turns the successful solution of important issues into demand. In such approaches, the need to develop new, reliable and scientifically based evaluation mechanisms for the purpose of accurate and objective measurement of student achievements in general education schools, as well as the evaluation of the school's activity, emerges as the need of the day. For this purpose, first of all, the study of scientific and theoretical approaches in the field of

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summative assessment of student achievements, the essence, content, goals and tasks of summative assessment have been systematically investigated, its possibilities have been revealed and the ways of effective use of those possibilities have been determined.

Analysis of major research and publications. In recent years, valuable suggestions and considerations have been put forward based on the research conducted by A. Mehrabov [4], Y. Karimov [5], A. Aghayev [1], A. Abbasov [2], F. Sadigov [6], A. Abbasov [3], E. Beylerov [7].

I. Javadov and others on the in-school assessment of student achievements in general education schools, and their results, the results of the research were published in the pedagogical press, but the application of the obtained results was not ensured [8].

Regarding the problems of summative assessment of student achievement, J. Garrison [9], S. Chappuis [10], N. Glazer [11], C. Moss [12], among the US researchers, P. Black [13] from the educational specialists of Great Britain, H. Tekin [14], D. Ozcelik [15] from the pedagogic scientists of Turkey, and others conducted empirical studies and gave valuable opinions about the problem.

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The ***purpose*** of the research is to determine the scientific and pedagogical basis of the work on the summative assessment of student achievements in secondary schools.

To achieve the set goal, the following ***tasks*** have been put forward:

- determining the nature and content of summative assessment;
- analyzing the scientific-pedagogical literature from the point of view of the problem;
- researching the development history of student achievement assessment models in the practice of foreign countries;
- studying the experience of summative assessment of students' educational achievements in secondary schools;
- preparation of the method of organizing summative assessment in secondary schools;
- identification of methods and tools used in summative assessment;
- identification of didactic requirements for the development of summative assessment tools;
- identification of didactic requirements for the development of summative assessment tools.

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THE THEORETICAL BACKGROUNDS / ТЕОРЕТИЧНІ ОСНОВИ ДОСЛІДЖЕННЯ

Historically, educational researchers have conducted research on what, how and to what extent to teach students in pedagogical practice, and with what methods and means to evaluate their acquired knowledge, skills and habits. What kind of methodical assistance should be provided to teachers in order to provide objectivity in the assessment of students' learning achievements has worried the methodists and is still doing so today. Because the socio-economic changes in the society impose new demands on the school. It makes inevitable that his work is constantly improved, updated in terms of the requirements of the day. According to the modern philosophy of education, the student is the subject of the educational process, he is at the center of the pedagogical process. The main purpose of education in the modern period is to develop logical, critical and creative thinking of students, to form educational skills in them.

Studies show that teachers who use the results of summative assessments of student achievements have a clear idea of how and at what level students acquire knowledge in the learning process, know how to organize the learning process in order to meet the requirements of students and continue to move towards the next goals. Because the summative assessment of student achievements is not a means to reshape the learning process, but to provide the teacher and students with information about the results of their learning activities. The results of the summative assessment can be used to determine the level of quality of education at school or the development of students' knowledge and take further steps. On the other hand, the summative assessment is an indicator of the development of knowledge. That is, the strengths and weaknesses of the training process should be determined based on the data obtained from the assessment of student achievements, and the necessary administrative, pedagogical and methodical measures should be taken to support these aspects. On the basis of this information, appropriate decisions are made that serve to improve the activities of students, teachers and school leaders in the school.

Studying the experience of student achievement assessment used in schools of 9 countries, including Azerbaijan – Great Britain, USA, Finland, Singapore, Japan, Turkey, Russia and Ukraine, allows us to conclude that different assessment models are used in each country to ensure a fair, transparent and objective assessment.

It was determined that the model of student achievement assessment

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used in the schools of each country is implemented according to the education policy of that country, and the results of the assessment are used for the development of education.

Different and similar aspects in the organization and implementation of student achievement assessment in these countries have been identified.

In Great Britain, Russia and Ukraine, those who are involved in an additional exam from a certain subject block have the right to choose to take an exam from an additional subject or subjects. In Turkey and Azerbaijan, the final assessment is carried out on specific subjects offered by examiner.

Testing is carried out in Turkey and Azerbaijan, in the UK in writing, in Russia and Ukraine in oral and written form.

Different forms of assessment existed in Azerbaijan at different times. For a more efficient construction of this work, the process has been constantly improved, progressive world experience has been studied, new guidelines, evaluation mechanisms have been developed.

Various considerations have been put forward in the pedagogical press by research scientists on the requirements for assessing student achievement. According to scientists, the organization of assessment on the basis of uniform requirements serves to objectively and transparently measure the knowledge and skills acquired by the student.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

The following methods were used in the research process:

- Theoretical analysis. Defended dissertations, published books and booklets, scientific articles related to the problem were reviewed and their attitude was expressed.
- Analysis of school documents. Documents on the evaluation of student achievements in secondary schools, including protocols of the pedagogical council, progressive approaches used in schools to evaluate the educational achievements of students were studied and analyzed.
- Study and generalization of advanced practice. Effective ways of summative assessment of student achievements have been studied, the work experience of school leaders and individual teachers has been investigated.
- Pedagogical observation. The activities of schools on the summative assessment of student achievements were observed, the collected materials were analyzed, grouped and summarized and reflected in separate paragraphs of the dissertation.

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- Interview. Interviews were conducted with leading pedagogical workers and teachers to determine the guidance of students on theoretical and experimental issues of the process of assessing educational achievements by teachers.
- Survey. Surveys were conducted with school administrators and teachers to reveal the level of knowledge of theoretical and practical issues of the summative assessment process of students' learning achievements, survey materials were analyzed and summarized and given in the relevant paragraphs of the dissertation.
- Pedagogical experiment. A pedagogical experiment was conducted to prove the truth of the working hypothesis.

RESULTS OF THE RESEARCH / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

As a result of the research, it was established that the correct organization and conduct of summative assessment of pupils 'achievements allows to increase the level of knowledge, skills and habits of pupils, improve their cognitive activity, and effectively use the teaching time.

The study showed that almost all teachers consider the assessment of student achievements on the basis of a new mechanism as a success of our modern education. They mostly correctly understood the organization of student achievement assessment, changed the methods and methods of teaching, taking into account the modern requirements for students' knowledge and skills.

As can be seen from the results of the conducted summative assessment, students have no difficulty in reading and understanding the text. In addition, the vast majority of students understand the content of the text they read at a conscious speed. They make it possible to assess the level of fulfillment of students' program requirements, the development of students' oral and written speech. They make a lot of mistakes both in the oral interpretation of the material and in their own written work.

As a result of the introduction of summative assessment, the computational culture, measurement, graphic work skills, the ability to independent thinking in students have significantly increased, spatial imagination has become more accurate. Children have learned to choose more efficient methods of solving issues. Students have developed the ability to independently carry out operations of thinking – comparison, analysis, generalization, abstraction etc.

All this shows that the correct organization of summative assessment of student achievements in schools will allow achieving more successful results.

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The following ***conclusions*** were drawn about the study:

Taking into account the need to improve the system of summative assessment of students 'learning achievements in secondary schools, the essence and content of summative in-school assessment were investigated, the system of requirements for the summative assessment of students' learning achievements, the scientific, pedagogical and methodical bases of the goals and tasks of using different types of summative assessment at different stages of the learning process were elaborated.

Summative assessment is a tool that allows you to structure the priorities and methods of the educational process, determine what and how students learn. On this basis, which summarizes the development of students at certain times. summative assessment involves reporting on achievement learning in classroom and school contexts. Summative assessment is carried out in order to study the state of students' learning achievements, scientific, pedagogical and methodological foundations of existing problems on the basis of designing an objective, reliable, transparent and usable assessment in educational institutions. In the current dissertation presented on this basis, the following conclusions were made based on the data obtained from research methods (questionnaire survey, experiment, observation).

A summative assessment of student achievement is essential to measure the progress and performance of students, plan future steps to improve teaching and learning, and prepare appropriate reports.

1) It is clear from the research that summative assessment enables reliable information about student achievements, knowledge and skills acquired by them. This, in turn, helps students become aware of their mistakes, increase their motivation for learning and provide them with the necessary support. At the same time, it is the main tool for teachers to learn about the gaps in the educational process, to carry out appropriate work to solve them, and to the school administration to take appropriate measures to eliminate the shortcomings in the management of the school. Thus, summative assessment serves teachers to evaluate student achievements, choose the right goals in the direction of mastering knowledge, skills, and move towards these goals.

2) Despite the important role of summative assessment in education, the important factor that improves student achievement has not been adequately studied. The reason for this is that the summative assessment is carried out after the end of the teaching. In this case, it becomes less important as a diagnostic tool to detect students who are lagging behind in learning and to guide teachers in timely elimination of their learning difficulties.

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Despite these shortcomings, the final assessment plays a key role in education, eliminating the shortcomings in the system. It provides valuable information for teachers to determine the effectiveness of teaching a specific subject, make important decisions and evaluate the effectiveness of general education activities. Summative assessment gives an opinion on the compliance of the general level of learning of students with accepted standards during the academic year and helps teachers to improve their professional level.

3) Based on the results of the conducted research, summative assessment allows teachers and school management to get detailed information about the difficulties faced by students in the learning process, the impact of these difficulties on their knowledge, skills, in a word, learning achievements, whether the learning materials are consistent with the level of understanding of students, the availability and availability of pedagogical technologies, learning strategies. Taking into account all the above, we can say that the summative assessment provides a package of results, which is used to assess whether the corresponding program, strategy, works or not.

4) Both domestic and foreign sources (pedagogical, psychological and methodological literatures) on the summative assessment of student achievement were considered. Summative assessment is an important tool in determining the quality of the learning process, the level of students' assimilation of the current material, the ability to use the acquired knowledge and skills in practice when evaluating the ideas reflected in these sources. In particular, the considered sources allow us to say that summative assessment is a planned and purposeful activity. Organizing the education system in accordance with the demand of the changing world is the main goal facing the modern era. Foreign country practices considered on this basis emphasize the importance of designing the assessment in accordance with the intended purpose, ensuring their stability, reliability, transparency and suitability for use. Thus, the durability of the evaluation is related to the appropriateness of the results added to the evaluation, the use and results based on the evaluation. Highly reliable assessment provides an assessment of relevant aspects of students' academic performance. Reliability in the assessment is important in the correct measurement of the assessment. Thus, a highly reliable assessment ensures that the assessment is accurate and does not depend on a particular appraiser or case of assessment. Transparency in the assessment is related to the degree of accessibility of information about the expected learning outcomes, the criteria to be used during the assessment of students 'training qualifications, and the rules applied when making a decision on training. The convenience of using assessment is related to understanding and responding to assessment results among

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policymakers, school administrators, teachers, parents, and students. Thus, by ensuring the objectivity of the assessment of student achievement, it is possible to make it timely, understandable, easily interpreted on the part of teachers and students, useful from the point of view of the necessary measure of instruction for the subsequent, intended decision-making and guiding action.

5) It is clear from the research that the quality of the educational process is evaluated by the results obtained from the summative assessment of student achievements. On this basis, the main objective of the educational policy of the state is to achieve the application of effective assessment criteria for improving the quality of teaching and improving student achievement. For this reason, it is believed that the information obtained from the methods used in the study will contribute to a deeper understanding of the situation. Thus, when the results were analyzed, it was clear that the majority of participants (70 %) were informed on the merits of the summative assessment. At the same time, 34 % of participants noted in the summative assessment that the test method is the most reliable in the objective measurement of students' assimilation of current material. From the analysis of the results, it is clear that teachers positively evaluate the introduction of new subject curricula in the educational process. We can note that the assessment of students in a suitable, planned period of time, according to the level of difficulty, is important for the effectiveness of summative assessment. In the study, the importance of informing teachers about the nature of their questions, what is a student portfolio?, what does it consist of?, was reflected. At the same time, it is clear that 78,3 % of teachers took an active part in the trainings organized by the Ministry of Education and organized by these and other organizations in connection with the “Application of new subject curricula”, which serves to improve the educational achievements of students. During the application of summative assessment, evaluation of projects, abstracts, writing works, determination of levels of assessment in accordance with standards, preparation of test tasks taking into account difficulty levels, removal of annual assessment were the most frequent difficulties experienced by teachers. And 40,3 % of teachers noted that they tried to overcome the difficulties they faced by taking advantage of the curriculum, internet resources, participating in method-unification meetings, training courses, holding discussions with the authors of textbooks. From the research carried out, it is clear that while 80,3 % of teachers do not need trainings and seminars on summative assessment, 18,1 % of teachers stated that they need training in determining the degree of difficulty of questions, preparing and evaluating open-ended questions, evaluating writing works, analyzing the results of the assessment.

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CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH / ВИСНОВКИ ТА ПЕРСПЕКТИВИ ПОДАЛЬШИХ ДОСЛІДЖЕНЬ

Obviously, modern assessment activities serve to improve the quality of education. On this basis, the use of various methods and tools organized by the teacher or the school administration in the summative assessment of student achievements in school practice is considered expedient. Since the methods and tools used in summative assessment play an important role in the demonstration of knowledge and skills of students, it is necessary to take into account the age level of students and the characteristic features of the subject in their compilation. In school experience, it has been known that the test method is used more often in both small and large summative assessments because it creates conditions for the student to be more active in the educational process. However, it is a fact that tests designed for summative assessment are not clear enough. It is important that the tests are organized in accordance with the purpose of the summative assessment, allowing students to evaluate skills such as perception, application and analysis of the materials being passed. On the other hand, if the purpose of the assessment is to compare schools or regions, the test should be designed by providing highly reliable summative scores across a wide range of comparable categories.

At the same time, teachers responsible for summative assessment overestimate students by being subjected to parental pressure to reduce assessment standards. So parents do not perceive strict teachers as good teachers, preferring higher grades than high standards. This can lead to potential distortion of the results due to parental pressure. In addition, in the small summative assessment, the teacher acquires a double role, both as a teacher and as an evaluator. This can result in a breakdown of the relationship between the student and the teacher, rather than strengthening the teacher-student relationship. On this basis, some ways are proposed to eliminate potential bias in the assessment of teachers and improve the reliability of the assessment. As a result of the observations, it was found that memory tests are mainly used in the assessment of students' achievements in secondary schools. In addition, cause-and-result, coherence, consistency, relationship etc. test models were also used. The reliability of teacher-based assessments can be increased by using assessment guidelines that provide examples of the calculation of points and high performance with a detailed description of skill levels. Teachers can apply the evaluation criteria more precisely when they clarify the objectives to be achieved and especially when they participate in the elaboration of the criteria. External criteria that indicate normal or adequate

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progress of students in certain grades and subjects can also help teachers make correct judgments. On this basis, a combination of teacher-based and external assessments can be proposed to ensure maximum reliability.

In the article, it is also reported that open-ended and closed-ended tools are used in in-school assessment. Open-ended questions serve to develop students' written speech and encourage their curiosity, creativity, reasoning and thinking skills. Open-ended questions do not consist of right or wrong answers, but they help to expand the students' thinking processes, develop their speaking and language skills, and develop the ability to express themselves with the help of words. For more efficient preparation of open-ended questions, questions should be presented in a general manner, should be clear, understandable, should not be interdependent, should be formulated in accordance with spelling, grammar, and style. At the same time, it is stated that it is advisable to use closed questions when evaluating a large volume of content during a time limit. Closed-ended questions should cover the content as a whole, questions should be formulated in accordance with the age level of students, answers should be sorted out according to logic.

When developing summative assessment tools, the characteristic features of the subject, its goals and objectives should be taken into account, correspond to the level of difficulty of perception, the age level of students, questions and answers should be formulated in clear and simple language, and didactic requirements such as the degree of difficulty of questions and tasks should be taken into account.

The defining, educational and checking pedagogical exsperiment has been organized, which allows to learn about the difficulties encountered by teachers during summative assessment of student achievements, the reasons that caused them, the purposeful use of methods and tools. A comparative analysis of the experiment carried out allows us to say that the experiment proposed in the dissertation work justified itself. Thus, it was proved as a result of the analysis of the experiment that the proposed methodology improves student achievement. As a result of the initial and final assessment of the pedagogical exsperiment, it was understood that the correct organization of summative assessment of the student's achievement improves the quality of training in the school. A comparative analysis of the experimental and control classes showed that students in the experimental classes are more active and independent in applying theoretical and practical knowledge. The result of the experiment shows that students can better master knowledge and skills if the summative assessment is properly organized and applied at the same time,

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they will be able to comprehensively master the course and material. In the study, the assessment of student achievements on the basis of a new mechanism is assessed as the success of our modern education.

Prospects for further research in this direction. Since summative assessment is of higher importance, it is especially important to ensure that the assessment is consistent with the objectives and expected results of the guideline. It is believed that the results obtained from the research will have a positive impact on the education system of the Republic of Azerbaijan. On this basis, it is considered necessary to take into account the above-mentioned proposals for a more reliable, objective and effective organization of summative assessment of student achievements.

1) Students can be encouraged to increase their effort and achievement. Grades, transcripts or diplomas related to the summative assessment must be considered as awards for the successful performance of the assessment. A number of different parties can be informed about the student performance, such as the students themselves, their parents, and other persons within the school.

2) Rubrics or a table of specifications can be used. Instructors can use rubrics to formulate expected performance criteria for a range of grades. Rubrics will describe what an ideal assignment looks like and can “generalize” expected performance at the beginning of the school year, providing students with a sense of trajectory and completion.

3) Clear, effective questions can be formulated. If you are composing questions for writing work, teachers should be able to ensure that the questions meet the criteria, as well as give students the freedom to creatively express their knowledge and take into account how they perceive or assimilate the meaning.

4) A comprehensive assessment can be organized. Efficient summative assessments can give students the opportunity to review the totality of the course's content, establish broad relationships, demonstrate synthesized skills, and explore deeper insights that drive or find the course's ideas and content.

5) Clarification of parameters can be taken into account. When preparing for the final assessment, instructors can ensure that the parameters are well defined (the length of the assessment, the depth of the answer, the time and date, the evaluation standards); the knowledge evaluated must be clearly linked to the content covered by the course; and students with difficulties can be given the necessary support.

6) Alternatively, blind grading can be considered. If instructors want to provide a truly unbiased summative assessment, they can also consider

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different blind assessment methods. Using this method, identifiers are removed prior to the student work review process. Being aware of this type of assessment can increase students' confidence in the accuracy and objectivity of assessment scores.

Finally, we can note that the preparation of the instruction on conducting the in-school evaluation of the general education lantern can help to overcome the difficulties in the teacher's evaluation activity.

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МЕТОДИ ТА ЗАСОБИ, ЯКІ ВИКОРИСТОВУЮТЬСЯ ДЛЯ ПІДСУМКОВОГО ОЦІНЮВАННЯ

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Анотація. У шкільній практиці існують різноманітні моделі оцінювання навчальних досягнень учнів. Найпоширенішим серед них є оцінювання за результатами. Сучасна освіта в управлінському розумінні оцінює діяльність педагогічних працівників, закладів освіти та системи на основі динаміки розвитку результатів навчання тих, хто навчає. Здійснити це можливо лише за наявності бази даних, зібраної під час об'єктивного оцінювання навчальних досягнень. Забезпечення об'єктивності оцінювання навчальних досягнень дозволяє планувати та управляти освітньою діяльністю на підприємстві на науковій основі. І це не відбувається раптово чи за командою. Це можливо під час появи нового управлінського мислення та його застосування у процесі навчання. Пояснюється це тим, що оцінювання освітніх досягнень учнів є одним із ключових факторів підвищення ефективності управління на всіх рівнях системи освіти. Для об'єктивного оцінювання освітніх досягнень учнів підсумкове оцінювання має ґрунтуватися на чітко заданих критеріях, результати яких мають дозволяти аналізувати відповідні показники навчання. Внутрішньошкільне оцінювання освітніх досягнень учнів закладів загальної середньої освіти у сучасний час є

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однією з актуальних проблем теоретико-педагогічної практики. Вимірювання якості освіти та результатів діяльності на різних етапах розвитку суспільства, а також аналіз результатів вимірювань завжди були предметом інтересу вчених-педагогів та методистів. Якщо теоретична сторона проблеми більше привертала увагу дослідників даної галузі, то якісний рівень освіти в закладі загальної середньої освіти та доступність механізму оцінювання освітніх досягнень учнів викликали занепокоєння управлінців освіти та вихователів. Отже, для успішної реалізації важливих завдань, які стоять перед закладами загальної середньої освіти з погляду сучасних вимог, необхідно створити нову нормативно-правову базу у сфері підсумкового оцінювання освітніх досягнень учнів, організувати освіти курси, які слугуватимуть підвищенню рівня навчання учнів, професіоналізму та педагогічної майстерності керівників і вчителів закладів освіти у цій галузі, готувати методичні рекомендації тощо. У таких підходах потреба сьогодення постає у розробленні нових надійних та науково обґрунтованих механізмів оцінювання з метою точного та об'єктивного вимірювання досягнень учнів закладів загальної середньої освіти, а також оцінювання їх діяльності. Для цього, насамперед, системно досліджено науково-теоретичні підходи у галузі підсумкового оцінювання освітніх досягнень учнів, сутність, зміст, цілі та завдання підсумкового оцінювання, розкрито його можливості та шляхи, визначено ефективне використання цих можливостей.

З аналізу теоретико-педагогічної та методичної літератури випливає, що в азербайджанській і зарубіжній практиці не було систематичних досліджень підсумкового оцінювання освітніх досягнень учнів у закладах загальної середньої освіти. Отримати достовірну інформацію про рівень якості освіти у школі неможливо без використання цілеспрямованого, системного та науково-педагогічного підходів до підсумкового оцінювання освітніх досягнень учнів закладів загальної середньої освіти.

Ключові слова: досягнення учнів; підсумкове оцінювання; мета оцінювання; педагогіка; вчитель.

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