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## ASSESSMENT OF THE YOUNG LEARNERS' LANGUAGE PERFORMANCE

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### ABSTRACT

Every type of evaluation affects the culture of the school and the classroom because it influences what and how is taught. Both instructors' and students' perceptions of and experiences with learning are impacted by the evaluation procedure and results (Edwards, 2013). Assessment is most commonly understood as a summary of attainment. This is particularly important in education because curriculum emphasis has been determined by summative assessments, which are accomplishment examinations that usually take place after a course (Harlen, 2013). But in actuality, evaluation is the procedure of gathering and analyzing data to conclude a student's performance (Harlen, 2007). By approaching the process in this manner, educators may collect evidence continuously throughout the learning process.

### KEYWORDS

Foreign languages, pedagogy, methodology, comparative analysis, evaluation, monitoring, modern research methods.

### INTRODUCTION

In contrast to more broad strokes of a summative score, this formative approach, in which assessment is a part of the learning cycle, can gather more specific and nuanced data about a learner's performance and,

as a result, fosters deeper and more significant learning. More crucially, and this gets right to the core of assessment's goals, there is a strong case in education that we shouldn't even be conducting

assessments unless they have an effect on learning (Black & William, 1998).

Although the terms for assessment are sometimes used interchangeably, Ioannou-Georgiou (2003) outlines the several elements of assessment that are important to take into account.

- Evaluation is typically used to assess how well a learning program achieves its objectives. That might contain some assessment, but that would also include stakeholders' opinions and attitudes toward textbooks and lesson content.

- Assessment is a general phrase that encompasses all techniques used to gather data regarding learners' motivation, knowledge, ability, and understanding. These days, assessment includes a huge variety of methods for gathering the information required for these competencies.

- One component of assessment is testing, which is typically done to gauge performance. The result is a numerical value denoted by a grade or mark.

This shows how assessments can serve a variety of functions, and one of the fundamental tenets of educational measurement is that assessments should have a clear purpose. Stated differently, what is the purpose of gathering data and assessing the learner's proficiency?

### **The main results and findings**

It is critical to realize that the objective of an assessment determines whether it is summative or formative (learning-oriented), independent of its content. Summative testing focuses on the result of a single event, whereas formative assessment is typically

considered as an iterative process with an emphasis on informed feedback. There is disagreement on the appropriateness of summative assessments for younger students, particularly given that the content may not be under the teacher's direct control. But as was already mentioned, learning can be incorporated into the summative assessment preparation process, adding to the range of ways that assessment can be used to guide learning. As a result, formative assessment—that is, assessment included into a learning activity—will be the major topic of discussion here.

Fairness is the most crucial factor to take into account when performing any kind of assessment. It is our ethical duty to make sure that any judgment that emerges from an assessment, no matter how small or informal, has a solid and trustworthy foundation (AERA, 2014). Any assessment must evaluate what we intended it to in order to be considered valid. For a test to be considered reliable, each student must have the same experience and, to the greatest extent feasible, receive an accurate assessment of their level of competency. Everyone has more faith in the results of an assessment or assessment program when these principles are upheld, including parents, teachers, students, and principals.

To ensure the validity and reliability of their tests, organizations that create formal, standardized assessments make significant investments in research. These guidelines hold true for assessments created in the classroom by teachers as well. Thus, a fundamental component of assessment literacy for educators is knowing how validity and reliability work so they can guarantee that fairness is ingrained in all of the tests they create and administer. But how can we make sure

that tests given in the classroom are accurate and valid?

Brown and Hudson (1998) assert that the reliability of an assessment process will rise when multiple assessment types are used to evaluate students. To give an example, consider a student whose entire academic record is determined by the results of a single test she takes. One could argue that the assessment is unfair because a single test may not accurately reflect a student's performance over time. Therefore, in order to obtain more comprehensive and detailed information about a student's performance, it is preferable to use multiple tests or other forms of assessment outside of the test.

In the course of discussions on the use of standardized language assessments for young learners, another idea about language assessments for young learners comes up. According to recent research, children's needs can be met by teacher-based assessments that are created using the assessment for learning concept (Nikolov, 2016a). This type of evaluation acknowledges students' development readiness (McNamara & Roever, 2006, cited in Nikolov, 2016a). Nikolov (2016b) provides an example of a teacher-based assessment designed specifically for young learners in a particular setting. Based on the CEFR, she created a diagnostic exam for young English language learners in Hungary.

To make sure assessment for learning (AFL) is effective and has the desired effect in the classroom, a variety of approaches must be used. Examples of assessment for learning are as follows:

#### **Direct observation**

#### **Questioning**

#### **Feedback**

#### **Self-assessment**

#### **Peer-assessment**

#### **The formative use of summative assessment**

Adopting a variety of assessment methods for learning strategies has been shown by several researchers to have a substantial effect on the learner. In their 1998 book *Inside the Black Box: Raising Standards Through Classroom Assessment*, Black and William published their analysis of assessment methods. They looked into what was going on in classrooms through this research and found that students who receive formative education perform significantly better than those who do not.

#### **CONCLUSION**

Out of 150 factors that significantly improve learner outcomes, John Hattie ranked feedback strategies 10th, especially if the strategies involved providing feedback on the student's own work. Some pointers for incorporating AFL techniques into your teaching style.

- Make sure success criteria and learning objectives are not only clear, but also understood by pupils.
- Use a range of questioning strategies to deepen understanding at all stages of the lesson.
- Ensure feedback is clear and has an impact on students' performance.

- Include a range of strategies for enabling students to be active participants in their own learning, through the use of peer and self-assessment.
- Make formative use of summative tests to highlight any gaps and learning needs, in addition to giving the students an opportunity to have a direct impact on their own progress.
- Evaluate the impact of any assessment for learning strategies you employ. If they are not having an impact, look at what could be done to ensure they do.

Senior leaders need to ensure that teachers have the knowledge to implement AFL successfully into their learning environment, through ongoing support and effective professional development.

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