

**THE TYPES OF ASSESSMENT (FORMATIVE vs. SUMMATIVE, PEER
vs. TEACHER FEEDBACK) AND THEIR ROLE IN PROVIDING
MEANINGFUL FEEDBACK THAT IMPROVES LANGUAGE LEARNERS'
PERFORMANCE.**

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ABSTRACT

Clear and precise assessment plays a vital role in both language teaching and learning, allowing teachers and learners monitor the progress, analyze the weaknesses as well as improve needed area to achieve learning objectives and cover students' needs, expectations. In order to make the assessment process easy and effective, educators may utilize a variety of ways such as Formative and Summative one. Both of these have their own unique benefits towards language acquisition like assessment as a motivator, stimulator, reward and so on. Additionally, assessment can be in the form of oral and written format regarding teacher and learners wishes.

Keywords: assessment, formative assessment, summative assessment, formal and informal. Immediate or delayed, individual and group, motivator, reward, stimulator.

Education or even teaching is not the means of merely explaining, giving information, but it is the matter of evaluating, assessing and improving the learners. These all imply assessment process that educators deploy as marking system. Assessment is divided into two: Summative and Formative assessment with their own unique features. Formative assessment is also called ON-GOING assessment due to its time given to learners. Teachers use this form of assessment along the way which learners are assessed once they learn something in order to identify misconceptions, gaps helping them shape themselves better and avoid any possible mistakes, while summative one that is FINAL ASSESSMENT refers to “assessment of learning” which will be given at the end or even final part of the course, semester and term. They have almost same purposes except time and format. Both types of assessment offer a number of benefits towards language learners including serving as motivator, stimulator and reward.

Assessment as a motivator: assessment may work as a motivator or even encouragement while being gained it. To exemplify, when a learner acquire a new knowledge, in order to observe the process which is going on, teacher should use assessment part to motivate the students. A learner who is assessed on a daily basis will familiarize with his or her progress and try to push hard to achieve better outcomes.

Assessment as a stimulator: language learning takes long time to complete at a level of perfection, and this process may seem boring and learners experience lack of support to stimulate themselves. At this time, assessment come to help, accurate and personalized assessment demonstrates where and which part of the students learning gaps should be improved, making the process much more straightforward. They stimulate themselves individually, monitoring themselves via given assessment.

Assessment as a reward: normally rewards are given to celebrate the better achievements. In education field, this also serves like this. Positive assessment gives the sense of accepting reward showing good achievement, referring to better progress, implying to expected result.

However, they may differ across several dimensions like:

Formal/informal

Immediate/delayed feedback

Spontaneous/planned

Individual/group

Verbal/nonverbal

Oral/written

Teacher and student/peer

Brief/ extended and so on.

When it comes to their explanation; assessment can be utilized in both FORMAL and INFORMAL settings to evaluate students learning and understanding and they may differ significantly while they are broken down.

When formal assessment are the means of standardized and systematic form of scoring being deployed in formal situations to analyze overall learning and understanding, informal assessment is more flexible, structured and stick to specific requirements as well as methods, they are especially collaborated with daily classrooms to observe students results and progress day-to-day basis.

Immediate and delayed feedback are also regarded as valuable tool and form of assessment, covering needed results and expectations. Immediate feedback is provided in very short time after or even simulataneously after a section or even response and teacher provides learners with delayed feedback after some break to oversight and give chance to self-evaluation.

Spontaneous and planned format of assessment: spontaneous assessments are unplanned and occur naturally withing a short time of teaching, while planned

assessment are prepared beforehand and in advance to support with clear, precise, personalized and accurate feedback.

Assessment can be provided in a group or individually according to learners' characteristics. Individual assessment focuses on evaluating the learning and performance in a single setting, directly giving by the student itself individually. Group assessment involves collective setting or a number of learners who work together.

Verbal and nonverbal: verbal assessment relies on written form while nonverbal assessment evaluates students' understanding, progress and knowledge without written or spoken language through actions, games, scaffolding, visual aids and so on.

Teacher and students/ peer assessment: this type includes huge explanation according to who is assessing the learners. Teacher and student format create a strong bond between educators and learners, creating inclusive language teaching. Both teacher and student feel themselves as friends during the process and show better outcomes. Here, even learners are able to assess, score and mark the teachers, showing needed improvement in teaching and educators. Peer assessment is the process which learners evaluate themselves by their own, this promotes collaboration and active engagement. Furthermore, brief(quick) and extended(more in-depth) assessment are unique tool to evaluate the learners progress.

To conclude, assessment is fundamental aspect of the educational process. It has vital role in understanding students' learning, guiding instruction and ensuring effective and productive teaching/learning. Assessment defines to which level a learner has reached and what she/he needs to do at perfect level. Assessment should align with their needs, expectations and educational goals.

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