**“Criteria-based assessment” technology at Yessenov University**

Experimental work in order to identify the effectiveness of criterion assessment as a way of forming the educational and cognitive competence of students was carried out in natural conditions during the educational process among students of the 2nd and 3rd year. All students during the school year were examined in accordance with the following diagnostics, including a comprehensive psychological and pedagogical analysis:

• the level of motivation of students;

• focus on knowledge acquisition;

• students' attitudes towards teacher evaluation, mutual assessment and self-assessment;

• the level of concentration of attention;

• the degree of formation of critical thinking, as well as observation, conversations with students, parents, teachers were used.

 During the observations and conversations with the students of the experimental group about how they imagine the goals as they relate to the new technology of criterion assessment (its pros and cons), students note that in the process of using the technology of criterion assessment, they think more about getting a good grade, about achieving the highest score according to criteria, than they fear getting a bad mark, achieving lower scores. Students 6th graders emphasize that when taking on difficult tasks, they do not feel fear of how their work will be evaluated, because they have clear criteria in front of them and know what they need to do to get the highest level of achievement.

Students prefer to carry out project activities equally in a group and alone, but they are quite adequate and interested in evaluating their peers, classmates, explaining this by the fact that the criteria available on their hands with prescribed descriptors provide significant objectivity in mutual evaluation. But at the same time, they note that working with criteria scales takes more time (to study them, compare them with the content of the work). There is a certain anxiety before writing ascertaining papers, since students do not have the right to rewrite them. Parents of fifth- and sixth-graders believe that the introduction of a new educational technology of criterion assessment is quite a complex and time-consuming process, but this assessment system really contributes to the desire of students to improve the results of educational achievements and parents see it in their children. The parents themselves are satisfied with this technology, because they know with full confidence how and for what they evaluate their children.

The teaching staff working in experimental classes claims that the criterion assessment serves as an incentive, educational and cognitive activity of students; is an effective means of analyzing the results of educational achievements of students, open access to familiarization with the evaluation criteria contributes to the creation of a psychologically comfortable atmosphere, openness, honesty, there is also an increase in academic performance in classes and an increase in interest in cognitive activity, critical thinking, concentration of attention. The planned nature and visibility of the assessment process is also noted, there is a desire of students to overcome difficulties, a positive attitude of schoolchildren to self-assessment and mutual evaluation.

In the control group, this kind of diagnosis was also carried out. Students highlight the simplicity of the traditional five-point grading system, but complain that they often do not fully understand why they received this or that mark. They have a negative attitude to mutual assessment and rarely conduct self-assessment, since the teacher does not require it. Schoolchildren express their wishes and demonstrate attempts to create criteria for evaluating their project activities, without seeing the need for a conventional five-point scale evaluation of creative works. Most parents are satisfied with the traditional assessment system, it is so close and familiar to them, but knowing the trends in the development of modern education, they show interest in the emergence of a new criterion technology of assessment in the educational space of the school where their children study.

Teachers talk about the desire and attempt to diversify the ways of evaluating students' academic achievements, but they are not talking about the development of a unified pedagogical assessment technology for the entire educational institution. Teachers and administration of the gymnasium express the interest in the technology of criterion assessment presented in this dissertation research does not exclude the possibility of its introduction into the educational process. To assess the level of motivation of students in grades 5-6, a special questionnaire was developed, which includes 4 incomplete statements reflecting the attitude of children to school, classmates, the educational process, the method of assessment. Students were asked to choose for the end of the statement 3 options from the proposed answer options, the fairest and valid in relation to themselves. Each answer option has a certain number of points, depending on what motive it reflects. Then the scores are summed up and the final level of motivation of the students' teaching is revealed.

The diagram shows the results of our experiment with the implementation of the model of criteria-based assessment described above. Two groups (control and focus) have been involved in the experiment.

As we can see during the first Test control group showed 80 percent of knowledge quality while the focus group showed 75 percent of knowledge quality.

The model of criteria-based assessment technology has been implemented just in the focus group, while the educational process in the control group stayed the same.

And the second Test was 79 percent for control group and 90 for focus group. It means that implementation of the model of criteria-based assessment technology was effective (Diagram 1).



Diagram 1 - Comparison of the results of the experiment of the first and second orders of the control and focus groups (determining the level of knowledge in the discipline)

Qualitative analysis of diagnostic results is aimed at determining the prevailing motives for a given age and the level of these motives (educational, social, cognitive, evaluative, playful, and external). For the entire sample of the surveyed students, the number of their choices of each motive is calculated, and then the percentage ratio between them is determined. For our study, conclusions about the effectiveness of using the technology of criterion assessment as a way of forming educational and cognitive competence are possible if the educational process clearly prevails in the students' choices, cognitive, evaluative motives.

In order to ensure the practicality, effectiveness, relevance, accuracy of the evaluation component in the educational school process , the evaluation policy of the school has been developed, including the creation of a regulation on evaluation; standardization of the main approaches to criterion evaluation; organization of additional work with students and parents; development and implementation of evaluation criteria for all academic subject blocks and project activities, evaluation sheet; methodological recommendations for the work and evaluation of projects; methods criteria-based assessment. The formation of educational and cognitive competence of students through criteria-based assessment is possible only with strict observance of the organizational and pedagogical conditions of evaluation activities, which have an organizational and substantive character. The methods underlying the criteria assessment ensure its effective implementation in accordance with the developed model and include an algorithm for creating criteria and their descriptors for all academic disciplines, two types of assessment (formative and ascertaining), the situation of the "social contract", two options the process of moderation, the creation by the teacher of a situation of success, a psychologically comfortable atmosphere for the evaluation of students' activities, the use of questionnaires.

During the experimental verification of the effectiveness of the criterion assessment of educational achievements of students in years 2-3 as a technology for the formation of their educational and cognitive competence, the hypothesis of the study was fully confirmed. The data obtained in the process of diagnosis indicate the effectiveness of the use of criteria-based assessment technology in the school educational process. The students of the experimental group demonstrate higher indicators for all the studied components, which indicate a higher level of motivation, focus on acquiring knowledge, a higher level of concentration and critical thinking, attitude to teacher evaluation, mutual assessment and self-assessment.