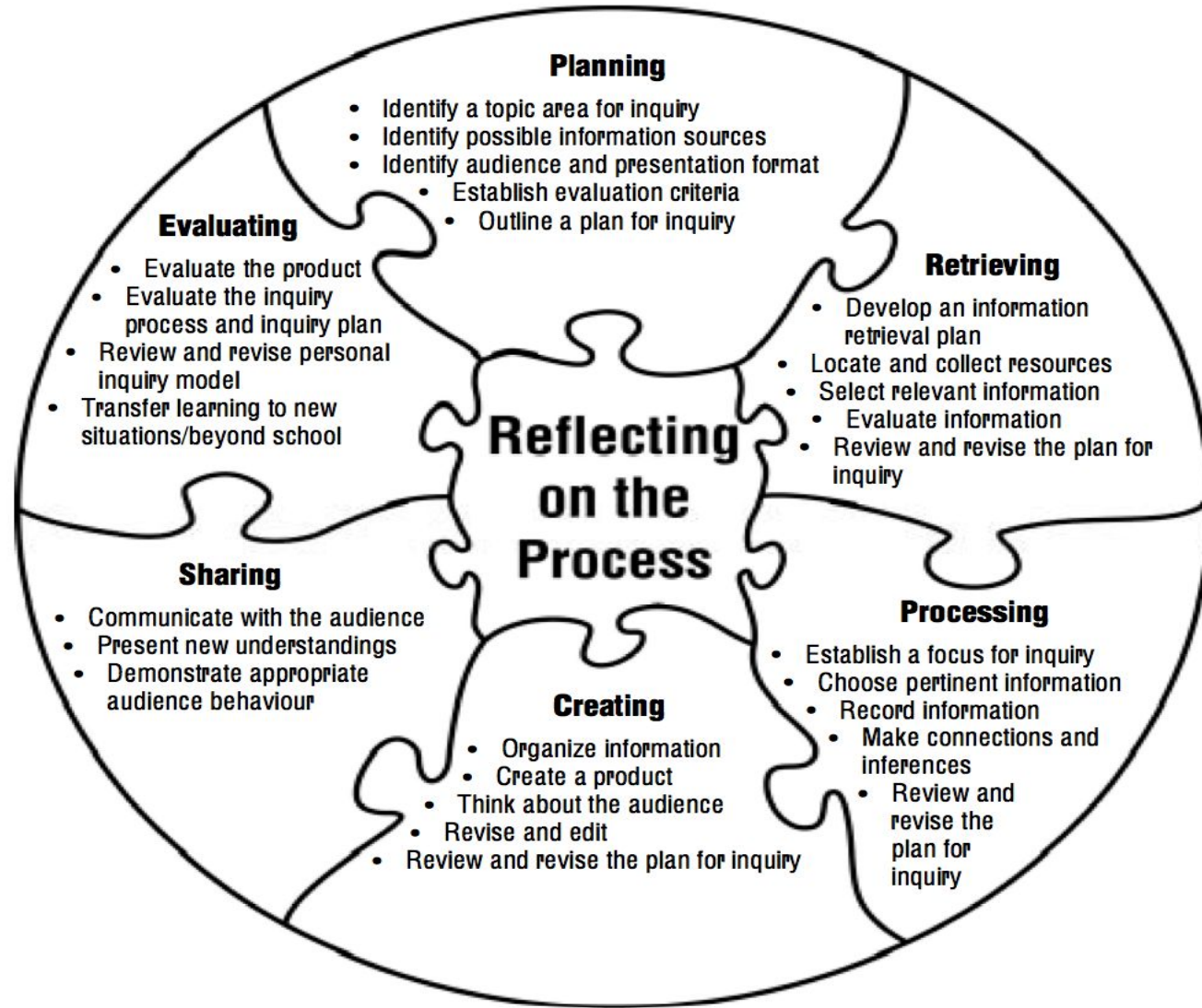# TECHNOLOGY OF CRITERIA EVALUATION

- One of the main tasks of modern education is to improve the methodology of teaching disciplines, the training of competent personnel for these disciplines, and the objective assessment of student knowledge. Therefore, in recent years, one of the main areas of methodological work in the school is the introduction of criteria-based assessment in the educational process. The criterion assessment technology as one of the modern teaching methods in principle should solve many problems of modern education.

- there are no clear criteria for assessing the achievement of learning outcomes that are understandable to students, parents and teachers;
- the teacher puts a mark, focusing on the average level of knowledge of the class as a whole, and not on the basis of common criteria for achieving results by each student;

- the marks set by the students do not give a clear picture of the assimilation of specific knowledge, skills in certain sections of the curriculum, which does not allow us to determine the individual learning path of each student;

- The very concept of "criterion" means - a sign, a basis, a decision-making rule for evaluating something for compliance with the requirements.

- In the basic principles of criteria-based assessment (for each specific work), a clear idea is given of how the result of the educational task should ideally look, and assessment means such a scale as determining the degree to which the student is closer to this goal .

- Among the main tasks of criteria-based assessment, the following tasks can be distinguished:

- determination of the level of preparation of each student at each stage of the educational process;

- determination and tracking of individual progress and correction of the individual trajectory of the student's development;

- motivating students to develop skills of a wide range to achieve the expected learning outcomes;

- differentiation of the significance of the estimates obtained for the implementation of various types of activities;

Planning
- Identify a topic area for inquiry
- Identify possible information sources
- Identify audience and presentation format
- Establish evaluation criteria
- Outline a plan for inquiry

Retrieving
- Develop an information retrieval plan
- Locate and collect resources
- Select relevant information
- Evaluate information
- Review and revise the plan for inquiry

Evaluating
- Evaluate the product
- Evaluate the inquiry process and inquiry plan
- Review and revise personal inquiry model
- Transfer learning to new situations/beyond school

Reflecting on the Process

Processing
- Establish a focus for inquiry
- Choose pertinent information
- Record information
- Make connections and inferences
- Review and revise the plan for inquiry

Sharing
- Communicate with the audience
- Present new understandings
- Demonstrate appropriate audience behaviour

Creating
- Organize information
- Create a product
- Think about the audience
- Revise and edit
- Review and revise the plan for inquiry

- Finally, students and teachers must undoubtedly reorient themselves to such a system, change their usual traditional views when conducting classes, assessing students' knowledge, and preparing certain new test tasks for schoolchildren. In a word, it is necessary to radically change traditional systems and rebuild the educational process system for criteria-based assessment technology, all this is naturally a certain labor-intensive work.