

**ALTERNATIVE ASSESSMENT METHODS IN PRIMARY GRADES:
OPPORTUNITIES AND CHALLENGES***Rajabova Noila Maxmadmusoyevna**Student of Primary Education,**University of Information Technology and Management*

Annotation: This article provides an in-depth exploration of assessment criteria used in primary education and their effectiveness. The author analyzes various types of assessment, examines modern assessment approaches, and discusses their impact on student development. The article highlights the specific characteristics of formative and summative assessments, the advantages of rubrics and criteria-based evaluation, as well as the essential principles of effective assessment. The study presents conclusions on the effectiveness of the assessment process through a synthesis of theoretical and practical approaches.

Keywords: primary education, assessment criteria, formative assessment, summative assessment, criteria-based evaluation, rubric, student engagement

Introduction.

The primary education stage is a period of formation of the child's personality and the creation of knowledge foundations. At this stage, the role of assessment criteria in ensuring the quality of education and the effectiveness of the educational process is invaluable. Unlike the traditional assessment system, modern approaches take into account the dynamics of the student's development, independent thinking and practical skills. The article discusses the assessment criteria used in primary education, their types and ways to determine their effectiveness.

In the context of globalization that is taking place all over the world today, in order to further increase the effectiveness of the reforms being carried out, create conditions for the comprehensive and accelerated development of the state and society, implement priority areas for the modernization of our country and the liberalization of all spheres of life, the President of the Republic of Uzbekistan Sh.M. Mirziyoyev has determined priority areas for the systematic reform of general secondary and extracurricular education in the Republic of Uzbekistan, to raise the moral, ethical and intellectual development of the younger generation to a qualitatively new level, to introduce innovative forms and methods of education into the educational process, as well as in accordance with the Decree of the President of the Republic of Uzbekistan No. PF-5538 dated September 5, 2018 "On additional measures to improve the management system of public education", the Concept for the development of the public education system of the Republic of Uzbekistan until 2030 was approved. By 2030, the Republic of Uzbekistan It is planned to implement a number of measures to achieve a ranking among the top 30 advanced countries in the world according to the PISA (Programme for International Student Assessment) international student assessment program.

Main part.

Tariff and types of assessment criteria. Assessment criteria are established standards that serve to determine the level of mastery, knowledge, skills and competencies of a student. The following criteria are widely used in primary education:

- Retelling knowledge (reproductive approach);
- Understanding and application;

- Analysis, comparison and conclusion;
- Creativity and independent thinking.

Assessment forms and methods. Current assessment (formative): It is carried out on the basis of regular observation and oral questions during each lesson. This form of assessment allows students to monitor their knowledge in real time during the lesson, to express their thoughts correctly, and to actively participate in solving problematic tasks. Current assessment is carried out on the basis of regular oral questions and answers, quick written work, practical assignments, and quick feedback given by the teacher. This method motivates students to gradually evaluate themselves and work on themselves.

Final assessment (summative): It is carried out to summarize knowledge after the end of the educational module or quarter. This type of assessment serves to determine the general level of knowledge of students at the end of the academic year or educational module. Final assessment is carried out through tests, tests, written work, oral answers or projects. Its main task is to summarize and consolidate the knowledge acquired by students and evaluate the learning outcomes based on criteria. Based on the results of this assessment, it is possible to analyze the development of students, analyze the pedagogical approach and make adjustments if necessary.

Alternative assessment: Provides a comprehensive assessment of the student through portfolios, project work, assignments. Unlike traditional tests and exams, alternative assessment is aimed at assessing the practical knowledge and skills demonstrated by the student during the learning process. This method focuses on the student's individual approach, creative thinking, and ability to work independently. Alternative assessment includes portfolios, project work, practical assignments, interactive exercises, presentations, and experimental activities. Through this method, students are encouraged to work on themselves, apply their knowledge in practice, work collaboratively, and develop their social competencies. The results of alternative assessment have a clear impact on the overall development of students.

Modern assessment approaches. As a result of the innovative development of the education system, the following approaches are becoming widespread in assessment:

Criteria-based assessment: Clear assessment criteria are set for each task. In this approach, assessment is carried out on the basis of clear and open criteria that are determined in advance for each task or activity. Criterion-based assessment ensures transparency of the assessment process for students, helps them to be more active in assessing themselves and developing their knowledge. In this method, through the assessment criteria developed by the teacher, students have the opportunity to clearly assess their results and understand their shortcomings. In criterion-based assessment, an objective assessment is given based on a scoring system, rubrics, matrices and written recommendations.

Rubric-based assessment: Clarity is created through a fully structured criteria and scoring system.

Student-by-student assessment: A sense of personal responsibility for development increases.

Determining the effectiveness of assessment criteria. The effectiveness of the assessment system can be assessed by:

- Student participation and activity in the lesson;
- Positive changes in the level of learning;
- Independent thinking and creative approach;

- Strengthening communication between teachers and parents.

Conclusion.

In primary education, assessment criteria are not only a means of determining students' knowledge, but also a means of monitoring and stimulating their development. The correctly chosen form and approach to assessment directly affects the quality and effectiveness of education. Therefore, it is important for every teacher to implement a transparent and consistent assessment system based on modern criteria.

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