THE PRIMARY CRITERIA FOR STUDENT EVALUATION

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Abstract

Within an assessment system, the evaluation of students is used for a variety of different goals. The way it is implemented will determine the type of impact it has on students, teachers, and the curriculum. Criteria must be used in order to analyze the benefits and drawbacks of specific assessment techniques. The concept validity, reliability, desired impact (consequential validity), and good use of resources criteria are discussed in this article and used to assessment for formative and summative reasons. The types and standards for an accurate and transparent assessment of students' knowledge and skills at Universities are discussed in this article's.

Keywords: Current control, principles, criterion, methods, degree of mastery, practical knowledge, standard, transparency, knowledge and ability, evaluation, checklist, knowledge and skill, memory, thinking, systematic teaching

The basic and complex process of teaching expresses the shared objectives of the cooperative activities between the teacher and the student. One of them is the teacher's planned, concise exposition of new material, and the other is the student's ability to govern the information, or knowledge. Control is thus one of the most crucial and essential elements of the pedagogical process. There is a concept of control-management and assessment-effect in the teaching process, and the fundamental responsibility of control is to measure the effectiveness of training.

Object of control: Transparency in evaluation refers to the capacity to accurately assess and support student learning. The set of questions' alignment with the curriculum. Clear, concise, and basic questions should be used.

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*Duties of the teacher in charge: A*ssessing students' foundational knowledge; monitoring student mastery*;* identifying knowledge gaps in students; the capacity to direct pupils' attention to key elements of the being taught curriculum.

The following concepts serve as the foundation for all forms of control: • conformity with the curriculum, consistency, widespread student participation, openness in the assessment process, and control standards.

The work of supervision is centered on many organizational facets of schooling. Daily surveys, intermediate controls, and final controls can be used as the principal controls in practical lessons. The test form of exam and test control is regarded as a common and practical approach. The primary time for testing a student's knowledge is during the educational process, which also serves as practice for the exam questions. It's crucial to establish a positive rapport with the student while supervising them when employing various methods of knowledge testing. Controls shouldn't be used as a means of punishing students; instead, they should give them the chance to demonstrate their knowledge and proficiency and to work on subjects they didn't fully grasp. While keeping an eye on the student's knowledge, the teacher must also make sure that his work is well-organized and, occasionally, that he has the materials he needs (change, revise, improve some pedagogical methods). We shall both teach and learn, as is frequently stated. Answers to the control questions come naturally to a student who comprehends the subject's material. Written, oral, and test-based control questions are all valid options. The preparation for the student's response may take the shape of a project, an oral presentation, a written response, or an analysis. The interactions between the teacher and the student are at the core of all these processes.

The principal forms of control:

1. Initially.

2. Current.

3. Borderline.

4. Final.

5. Resubmitted

The initial control gives the teacher a chance to assess the student's foundational knowledge and, in turn, decide on subsequent teaching strategies. The basis of modern supervision is the idea that teachers and students should share information and expertise. The student can review previously covered material under current supervision and improve their ability to solve problems. The pupil has been prepared for autonomous work. The possibility to rectify recently acquired information and abilities is created by the current supervisory control. As a result, the student has the following opportunity thanks to the existing control: figuring out the subject's degree of mastery; recognize your errors and weaknesses and make improvements; a compilation of the required questions for the topic; synchronizing one's actions.

Current control is subject to particular bounds, and its complex terminates at specific values.

Border control is in charge of doing this. This control brings the knowledge and abilities that have been learned to a logical end. The final value is now created by adding the values for border control and current.

The final control relates to a distinct component of instruction and the entire subject, and it enables the determination of the student's degree of understanding and the determination of the final grade based on the grades received. Additionally, there are conditions for final control:

- *Control questions must to be in line with the lesson plan's objectives and the topic matter at hand.*
- *The set of controls ought to be based on previously acquired information and abilities.*
- *The students' perceptions provide an explanation for the consistency of the control questions.*

By the end of the academic year, the already well planned lesson structure and kinds of control will have had an impact. In order to train an expert, pupils need to be able to think for themselves and practice practical skills.

All forms of supervision are guaranteed to produce "great" results if the subject

is covered in-depth, the audience is drawn to the training, the lessons are structured in an engaging fashion, and the students participate actively.

He we should note that every kind of control will have advantages and disadvantages. So, What drawbacks does assessment have? The focus of instruction may shift as a result of assessments. This takes place away from fun and inspiration for success in an assessment. Additionally, it could place unneeded pressure on students from their parents, instructors, or even themselves.

What benefits do ongoing evaluations offer? Regular assignments are used in continuous assessment to examine a student's overall ability. It offers a clearer, more complete picture of the learner's proficiency and comprehension of the material they have studied.

Thus, in order to improve the effectiveness of the assessment process, we (teachers) should consider each item, we should give homework or different activities to assess students' knowledge according to the ability of the students, and carefully explain each task, paying attention to the time of tasks.

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