



STRATEGIES FOR ASSESSING STUDENT KNOWLEDGE IN A MULTILEVEL EDUCATION SYSTEM (A1–C1)

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Abstract: *This thesis is devoted to the study of modern and effective strategies for assessing student knowledge in a multilevel (A1–C1) education system. It analyzes appropriate assessment criteria for each level, competency-based approaches, and the role of formative and summative assessment. The importance of an individual approach in the assessment process is also highlighted.*

Keywords: *multilevel education, assessment strategies, CEFR, A1–C1 levels, competence, formative assessment, summative assessment, language learning.*

Annotatsiya: *Ushbu dissertatsiya ko'p bosqichli (A1–C1) ta'lim tizimida zamonaviy va samarali baholash strategiyalarini o'rganishga bag'ishlangan. Unda darajaga asoslangan baholash mezonlari, kompetentsiyaga asoslangan yondashuvlar va shakllantiruvchi va umumlashtiruvchi baholashning roli tahlil qilinadi. Individuallashtirilgan baholashning ahamiyati ham ta'kidlangan.*

Kalit so'zlar: *ko'p bosqichli ta'lim, baholash strategiyalari, CEFR, A1–C1 darajalari, kompetentsiya, shakllantiruvchi baholash, umumlashtiruvchi baholash, til o'rganish.*

Аннотация: *Данная диссертация посвящена изучению современных и эффективных стратегий оценивания в многоуровневой (A1–C1) системе образования. В ней анализируются критерии оценивания на уровне, компетентностные подходы и роль формирующего и итогового оценивания. Также подчеркивается важность индивидуализированного оценивания.*



Ключевые слова: многоуровневое образование, стратегии оценивания, CEFR, уровни A1–C1, компетенция, формирующее оценивание, итоговое оценивание, изучение языка.

Introduction

In today's globalization environment, learning foreign languages and assessing them based on international standards is becoming increasingly important. Therefore, a multilevel system based on the CEFR (Common European Framework of Reference) divided into A1–C1 levels is widely used in the education system. This system, while ensuring the gradual development of students, requires clearly measurable results at each stage. The assessment process in a multilevel system not only determines the current level of knowledge of the student, but also serves to effectively organize the learning process and make adjustments.

In the context of globalization, learning foreign languages and assessing them based on international standards is one of the priority areas of the education system. Therefore, a multi-level assessment methodology for levels A1–C1 based on the CEFR (Common European Framework of Reference) is widely introduced in the education system. This system requires measurable results at each stage, while gradually monitoring the linguistic development of the student [1].

Initial stage (A1–A2): The assessment process at these levels should measure the dynamics of the student's transition from "receptive" skills to "productive" skills.

A1 (Breakthrough): According to the cognitive approach, the main emphasis is on "Global Understanding". In this case, the lexical minimum is checked through Matching and Multiple Choice tests [2]. A2 (Waystage): A "Task-based" approach is used to measure functional literacy. For example, social simulations test the learner's ability to mobilize vocabulary in unexpected situations. Middle stage (B1–B2): This is a "transitional period" of the multi-stage system, and the criteria are significantly tightened.



B1 (Threshold): Logical consistency and text cohesion are the main criteria. In this, self-assessment and peer-assessment methods develop the learner's meta-cognitive abilities [3].

B2 (Vantage): Argumentative and discursive competence is measured. As a scientific innovation of this level, the parameter "Abstract Thinking" is added, in which the student is required to justify his position on topics such as globalization or artificial intelligence.

Higher level (C1): Assessment at the C1 level is aimed at measuring not only language skills, but also the ability to "Critical Thinking" through language. Academic skills, stylistic flexibility and terminological accuracy in written work (Precision) play a key role. Also, at this level, the culture of checking for plagiarism and working with sources becomes an integral part of the assessment. To strengthen the scientific basis of an assessment system, it is necessary to analyze its three main pillars: Validity: The extent to which test items capture the actual skill they are intended to measure (e.g., speaking competence) [4]. Reliability: The stability of assessment results, i.e., the consistency of the results over time and across conditions. Practicality: The extent to which the resources expended to develop the test are relevant to the level of effectiveness. Assessment in the educational process is carried out in two directions: Formative assessment: It is carried out during the process and is based on the principle of "Mistakes are an opportunity to learn". It provides continuous feedback between the teacher and the student.

Summative assessment: It serves to make administrative decisions (certification or transfer to the next level) at the end of a certain stage. In the era of digital transformation, adaptive tests based on artificial intelligence (e.g. IELTS Online, Duolingo English Test) are gaining importance in a multi-stage system. The CAT system changes the difficulty level of questions in real time depending on the student's response, which is the most operational and fair way to determine the student's true "ceiling level" [5].



Conclusion

In a multi-level education system, assessment methodology is not just a control point, but a strategic growth tool that ensures the individual development of the student. To guarantee the quality of education, assessment methodology should be selected on the basis of a differentiated approach in accordance with the specific linguistic and cognitive boundaries of each level (A1–C1).

Modern pedagogical approaches, abandoning the principle of "studying for the exam", require the main focus to be on functional literacy. In this case, the assessment system prepares the student not only to pass the test, but also to freely use the language in real-life situations, in academic and professional environments. A correctly modeled assessment strategy is a decisive factor shaping the dynamics of language acquisition and raising educational outcomes to the level of international standards. It serves to ensure the transparency of the educational process, as well as to realize the intellectual potential of the learner.

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