

## PROVISION OF TRANSPARENCY OF ASSESSMENT BY CRA-METHOD IN TEACHING MILITARY ENGLISH

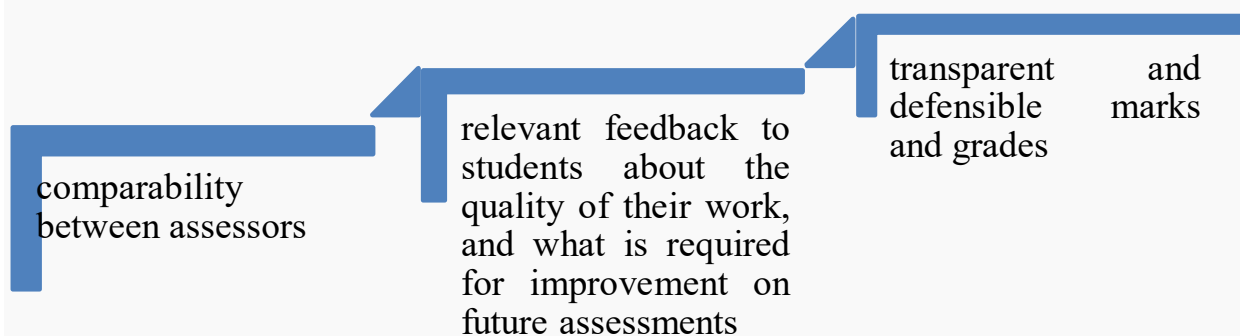
*Shirinova N.D., PhD in Philology, Docent  
Military Technical Institute of National  
Guard of the Republic of Uzbekistan,  
Tashkent, Uzbekistan*

Teaching ESP in HEIs, especially in military schools includes different stages, such as designing specific programs and course-materials for classwork and independent-works. Moreover, one of important stages is organizing assessment procedure, which includes controlling pre-assessment, while-assessment and after-assessment moments. Undoubtedly, well-planned assessment not only creates an objective, fair and clear atmosphere in the classroom, but also encourages students to learn English better and work on themselves effectively.

There are many modern methods for organizing assessment of all four skills (reading, listening, writing, speaking) of students. For instance, **CRA – Criterion-referenced Assessment** or **NRA – Norm-referenced Assessment**. Criterion-referenced assessment compares a person's knowledge or skills against a predetermined standard, learning goal, performance level, or other criterion, whereas Norm-referenced measures compare a person's knowledge or skills to the knowledge or skills of the norm group [1;2;3]. With criterion-referenced tests, each person's performance is compared directly to the standard, without considering how other students perform on the test. Criterion-referenced tests often use "cut scores" to place students into categories such as "basic," "proficient," and "advanced".

It is better to use CRA-method in the process of evaluation while working with military students, who usually have the same age, level of knowledge and socioeconomic status. Criterion referenced assessment (CRA) is the process of evaluating (and grading) the learning of students against a set of pre-specified

qualities or criteria, without reference to the achievement of others [1;4]. The pre-specified qualities or criteria are what students have to do during assessment in order to demonstrate that they have achieved the learning outcomes. How well they do this is described at different levels – these are standards (or performance descriptors) often presented in a rubric. Thus, CRA is assessment that has standards which are “referenced” to criteria. It can enable reliable and valid judgements about student work which in turn provide:



Designing CRA rubrics for writing task in English classes in MTINGRU can be given in the following way [3].

#### ARMY UNITS

There are different names for units in different branches of the army.

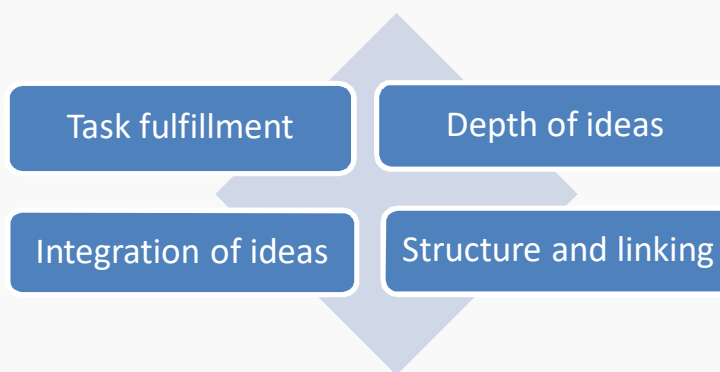
Armour, artillery and engineer units (including signal units) equivalent to infantry platoons are called troops. Armour units and engineer units equivalent to companies in the infantry are called squadrons. Artillery units at this level are called batteries.

Battalion size units and company size units are frequently grouped in regiments for example, 14th Signal Regiment or 3rd Artillery Regiment. Regiments are commanded by a colonel. Units may be organised in a different way for combat. These groups are called battlegroups or task forces.

#### Writing

**Combine the given text with the language and information from Expanding on the text and the Language of the text to write a fuller version. Aim to write 200 to 250 words.**

The aspects of writing task are:



### CRA rubric for the writing task “ARMY UNITS”

Criterion 1: Structure and Linking		
<b>Basic</b> – the ideas in the writing are not connected to each other	<b>Proficient</b> – the ideas are partly connected. The author structured the sentences correctly. Some linking words were used inappropriately.	<b>Advanced</b> – the ideas are clearly connected to each other. Linking words are used appropriately. The writing is well-structured.
Criterion 2: Depth of Ideas		
<b>Basic</b> – the writer demonstrates only a civilian understanding of the topic.	<b>Proficient</b> – the writer has limited understanding of the specialized military topic.	<b>Advanced</b> – the writer shows expanded knowledge of military sphere and gives appropriate examples.
Criterion 3: Integration of Ideas		
<b>Basic</b> – the text integrates few or no ideas with the original text.	<b>Proficient</b> – the text integrates some new ideas into the original text.	<b>Advanced</b> – the author integrates his ideas with the original text to create a natural sounding text.
Criterion 4: Task Fulfillment		
<b>Basic</b> – the writing is not complete. Some words and phrases are misused.	<b>Proficient</b> – not all aspects of the task have been fulfilled. The	<b>Advanced</b> – the task is completed according to the instructions. Key

	sentences are structured logically but with some lack of clarity.	words and phrases are used accurately.
--	---	--

As we see, creating CRA rubrics is a very useful method for organizing assessment of writing tasks. Furthermore, it is an important foundation for engaging students with the learning process. When done well, it:

- provides a shared language between students, teachers, and assessors about assessment;
- identifies what is valued in a curriculum and ensures that what is measured by assessment is the same as the skills, knowledge and understandings defined by the intended learning outcomes;
- makes explicit to students and assessors what evidence of achievement is expected at each of the grade standards;
- enables evaluation of how well students have achieved the unit's materials, and identification of teaching, learning, and assessment practices that may need review.

Overall using CRA-method in teaching Military English means that the assessment process is transparent for students and the grades they receive for a unit can be traced to their specific performance on each of the set tasks.

### **USED LITERATURE:**

1. Brown, S. Criterion-referenced assessment: What role for research. In H. Black & W. Dockerell (Eds.), New developments in educational assessment. *British Journal of Educational Psychology*, 1998. *Monograph Series No. 3*, 1-14.
2. Douglas Brown, Heekyoung Lee. Teaching by Principles. The United States of America, 2015.
3. Simon M., Yvonne B. Campaign English for the Military. Student's book. Macmillan, 2017.
4. Thomas James. Versatile Teacher Training. Brno, Czech Republic, 2018.