

**G. BEGIMBETOVA<sup>1</sup>, G. KASSYMOVA<sup>2</sup>, Ye. ABDULDAYEV<sup>3</sup>**

<sup>1</sup>PhD Doctoral Student of Educational Research and Evaluation, Universitas Negeri Yogyakarta (Indonesia, Yogyakarta), e-mail: begimbetovaguldana227@gmail.com

<sup>2</sup>PhD, Abai Kazakh National Pedagogical University; Satbayev University (Kazakhstan, Almaty), e-mail: zhaina.kassym@gmail.com

<sup>3</sup>Lecturer of Suleyman Demirel University (Kazakhstan, Almaty), e-mail: yer khan.el t@gmail.com

## CRITERIA-BASED ASSESSMENT MODEL IN THE EDUCATION SYSTEM OF KAZAKHSTAN

**Abstract.** The article deals with the problems of using the Criteria-based Assessment Model in Kazakhstan's education system. The Criteria-based Assessment Model uses specific quantitative indicators of students' understanding of the curriculum, an objective and reliable assessment of students' knowledge and achievements. This assessment system enables teachers to identify and evaluate each student's strengths and weaknesses, assess their learning needs and achieve educational goals. Additionally, it allows for targeted learning, feedback, and compliance with international standards. The Criteria-based Assessment Model aims to enhance student motivation and engagement through formative and summative evaluations. The formative assessment provides ongoing feedback and support while the summative assessment evaluates the overall curriculum at each stage of academic study and at the end of the year. The research uses a quantitative approach to assessing criteria. The Criteria Assessment Model demonstrates the quality of English language proficiency of secondary school students in the second quarter through formative and summative evaluations. It helps teachers in Kazakhstan's education system to achieve students' academic success and the objective of controlling and evaluation.

**Keywords:** criteria-based assessment, Formative-Summative assessment, student performance, achievements, evaluation program, measurement.

**Г. Бегимбетова<sup>1</sup>, Г. Касымова<sup>2</sup>, Е. Абдулдаев<sup>3</sup>**

<sup>1</sup>Білім беруді зерттеу және бағалау, Джокьякарта мемлекеттік университетінің PhD докторанты (Индонезия, Джокьякарта қ.), e-mail: begimbetovaguldana227@gmail.com

<sup>2</sup>PhD, Абай атындағы Қазақ ұлттық педагогикалық университеті; Сәтбаев университеті (Қазақстан, Алматы қ.), e-mail: zhaina.kassym@gmail.com

<sup>3</sup>Сүлеймен Демирель университетінің оқытушысы (Қазақстан, Алматы қ.), e-mail: yer khan.el t@gmail.com

### Қазақстанның білім беру жүйесіндегі критериалды бағалау моделі

**Аңдатпа.** Мақалада Қазақстанның білім беру жүйесіндегі критериалды бағалау моделін қолдану мәселелері қарастырылады. Критериалды бағалау моделі оқушылардың оқу

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бағдарламасын түсінуін, объективті және сенімді түрде оқушылардың білімі мен жетістіктерін бағалаудың нақты сандық өлшемдерін қолданады. Бұл бағалау жүйесі арқылы педагогтар оқушылардың мықты және осал тұстарын анықтау және білім беру мақсаттарына жетуге, мақсатты нұсқаулықтар мен кері байланысты жүзеге асыру үшін және халықаралық стандарттарға сәйкестігін, әрбір оқушының оқу қажеттіліктерін өлшеу қабілетін ескереді. Критериалды бағалау моделі формативті және суммативті жиынтық бағалауда қолдану арқылы студенттердің оқу және түсіну процесіне ынтасы мен қатысуын арттыруға бағытталған. Формативті бағалау үздіксіз үдерісте кері байланыс пен қолдауды ұсынса, суммативті жиынтық бағалау академиялық оқудың әр кезеңінде және жылдың соңында оқу жоспарының қорытындысы бойынша жалпы жүзеге асуын бағалайды. Мақалада зерттеу критериалды бағалауды қамтитын сандық тәсіл қолданылған. Критериалды бағалау моделі бойынша формативті және суммативті бағалау жиынтығы негізінде жалпы білім беретін орта мектеп оқушыларының ағылшын тілі бойынша екінші тоқсандағы оқу жетістігінің үлгерім сапасы көрсетілген. Осы тұрғыда критериалды бағалау моделі Қазақстандағы білім беру жүйесіндегі педагогтарға оқушылардың оқу жетістігі бойынша мақсатына жетуге, объективті бақылау мен бағалаудың қатар жүруіне ықпалын тигізеді.

**Кілт сөздер:** критериалды бағалау, қалыптастырушы-жиынтық бағалау, оқушылардың үлгерімі, жетістіктер, бағалау бағдарламасы, педагогикалық өлшем.

**Г. Бегимбетова<sup>1</sup>, Г. Касымова<sup>2</sup>, Е. Абдулдаев<sup>3</sup>**

*<sup>1</sup>PhD докторант Государственного университета Джокьякарты  
(Индонезия, г. Джокьякарта), e-mail: begimbetovaguldana227@gmail.com*

*<sup>2</sup>PhD, Казахский национальный педагогический университет имени Абая; Satbayev University  
(Казахстан, г. Алматы), e-mail: zhaina.kassym@gmail.com*

*<sup>3</sup>преподаватель Университета Сулеймана Демиреля  
(Казахстан, г. Алматы), e-mail: yerkhan.elt@gmail.com*

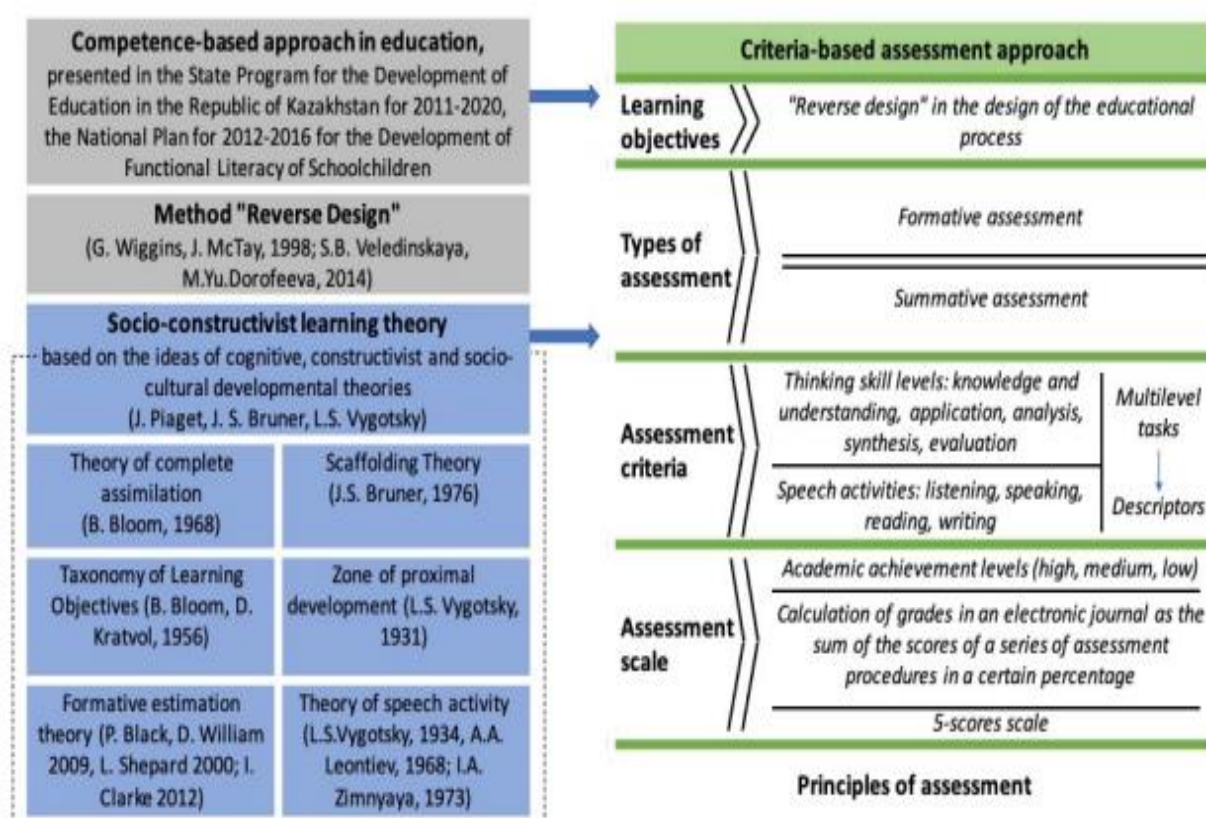
### **Критериальная модель оценивания в системе образования Казахстана**

**Аннотация.** В статье рассматриваются проблемы использования критериальной модели оценивания в системе образования Казахстана. Модель критериального оценивания использует конкретные количественные показатели понимания учащимися учебной программы, объективную и достоверную оценку знаний и достижений учащихся. С помощью этой системы оценки преподаватели учитывают способность выявлять сильные и слабые стороны учащихся и измерять потребности каждого учащегося в обучении для достижения образовательных целей, осуществления целенаправленного обучения и обратной связи, а также соответствия международным стандартам. Критериальная модель оценивания направлена на повышение мотивации и участия учащихся в процессе обучения и понимания за счет использования ее в формативном и суммативном оценивании. Формативное оценивание обеспечивает постоянную обратную связь и поддержку, в то время как суммативное оценивание оценивает общую учебную программу на каждом этапе академического обучения и в конце года. В статье использован количественный подход, который включает критериальную оценку. Критериальная модель оценивания, основанная на совокупности формативных и суммативных оценок, демонстрирует качество успеваемости учащихся общеобразовательных школ по английскому языку во второй четверти. Это помогает учителям в системе образования Казахстана для достижения цели академической успеваемости учащихся, совмещать объективный контроль и оценивание в контексте критериальной модели оценки.

**Ключевые слова:** критериальное оценивание, формативно-суммативное оценивание, успеваемость учащихся, достижения, программа оценки, измерение.

### Introduction

The term “criteria-based assessment” was first used by Robert Glazer in 1963 and describes a set of typical behavior patterns and a process that contributes to identifying the correspondence between the levels of knowledge achieved and possible by students [1]. This means that the student's performance is assessed using a fixed set of predefined criteria. Glazer noted that this method of assessment, using criterion standards, excludes comparisons and dependencies on the achievements of other students and aims to raise awareness of each student's level of competence. The system of criterion-based assessment of student performance is based on the fact that teaching, learning, and evaluation are interconnected and provide a unified approach to the organization of the educational process [2]. It implies establishing a theoretical basis and the relationship between all elements of assessment (learning objectives, types of assessment, tools, and evaluation results). In Figure 1, the conceptual configuration of the system of criterion-based assessment is presented ([https://nis.edu.kz/Diana/npa/eng/CB\\_Model\\_NIS](https://nis.edu.kz/Diana/npa/eng/CB_Model_NIS)).



**Figure 1 – Conceptual Structure of the Criteria-Based Assessment System**

The first figure illustrates the Conceptual Structure of the Criteria-Based Assessment System. The Competence-Based Approach in education, outlined in the National Plan for the Development of Education in Kazakhstan (2011–2020) and the National Plan for the Development of Functional Literacy of Schoolchildren (2012–2016), employs several educational theories, such as the Reverse Design Method, Socio-Constructivist Learning Theory, Theory of Complete Assimilation, Scaffolding Theory, Taxonomy of Learning Objectives, Zone of Proximal Development, Formative Assessment, and the Theory of Speech Activity. These theories are based on the works of J. Piaget, B. Bruner and L.S. Vygotsky and developed by education experts including B. Bloom, J.S. Bruner, P. Black, L. Shepard, I. Clarke, A.A. Leontiev and I.A. Zimnyaya. The Criteria-Based Assessment approach assesses students' learning objectives using the Reverse Design Method in education and includes both Formative and Summative assessments. The criteria include evaluations of thinking

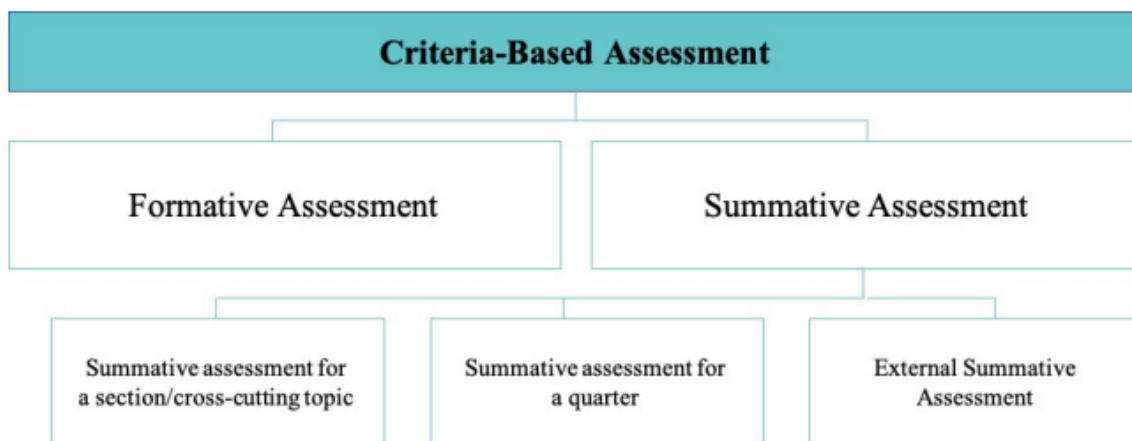
skills and speech activities. Tasks are multi-level and grades are determined by aggregating scores from multiple assessments recorded in an electronic journal, with a 5-point scale used to indicate academic achievement levels.

The criteria-based system for assessing student performance:

- Is based on the unity of teaching and evaluation.
- Strives for a consistent approach to assessing student performance and achievements.
- Ensures that learning objectives are met and accurate data is collected for monitoring and promoting learning and skill development in accordance with the curriculum.
- Assessment methods and formats vary for each class depending on the content of the course program.

*Criteria-based Assessment Framework*

The system of criteria-based assessment for this course and coursework throughout the academic year is implemented using two types of assessment: formative and summative (Figure 2). The process of taking exams is included in the procedure for completing exams, semesters, and educational levels [3].



**Figure 2 – Criteria-based Assessment Framework**

The second figure illustrated the Criteria-Based Assessment. This framework consists of Formative and Summative assessments. Summative assessments are performed for a specific section/cross-cutting topics, for a quarter, external assessment.

The summative and formative assessments are model evaluations made by Scriven [4]. Scriven this means that formative evaluation is classified as evaluation purpose of improving instruction summative evaluation to judge the worth of curriculum syllabus where the focus is on the outcome” The statement above, explains that the evaluation formative is the collection of information with the aim of improving the learning that has been given, while summative evaluation is a method decision maker at the end of learning focus on learning outcomes. Further, evaluation learning can be categorized into two, namely formative and summative. The formative evaluation aims to improve the learning process. While summative evaluation aims to establish the level of success of learners (students) [5].

Formative assessment is a way for teachers to assess students' progress and understanding during the learning process. It is an ongoing process that involves giving students feedback on their work, allowing them to make corrections and improvements. Formative assessment is important because it can help a teacher understand each student's strengths and weaknesses, identify areas where the student may be struggling, and adjust the teaching approach to better meet the student's

needs. Formative assessment is beneficial for both teachers and students, as it allows for continuous improvement and helps ensure that students are achieving their full academic potential.

Formative assessment involves several steps, including setting learning objectives and assessment criteria for students, creating a collaborative learning environment, providing constructive feedback, and engaging students as both learners and creators of their own learning. It is the teacher's responsibility to plan and organize formative assessment, choose appropriate methods, analyze the results, and provide feedback to students. The material covered in formative assessment is based on the learning goals and desired outcomes of each section of the curriculum. Formative assessment should encompass all learning objectives and include assignments that are tailored to the specific characteristics and requirements of the students. Descriptors, or specific and accurate instructions for each task, assist the teacher in making unbiased decisions during the assessment process and providing useful feedback to students and their parents

*Summative assessment* is carried out to provide teachers, students, and parents with information regarding the student's academic achievements, scores, and grades determined and assigned at the end of the study of sections/transition topics according to the curriculum (semester, level of education) [6].

This allows teachers to determine and document the level of understanding of the curriculum content over a certain period [7; 8; 9]. During the assessment process, evidence is collected that reflects the student's knowledge and skills based on the curriculum content. The final grade is determined throughout the semester (final grade on the section/transition topic), at the end of the semester (final semester grade) and at the end of the educational level (elementary, middle, and high school). The final grades on the section / transition topic are established and implemented by schools independently. The planning and execution of the final assessment on the section/transition topic are carried out according to the criteria-based assessment guidelines. The number of final assessment procedures for the section / transition topic is outlined in the methodological recommendations for the final assessment:

For language-based subjects, the assessment is conducted based on different types of speech activities such as listening, speaking, reading, and writing.

The learning objectives outlined in the curriculum allow the teacher to determine the content of the final assessment procedure for the studied section or transition topic. The number of learning objectives evaluated in a section or topic may vary based on the subject [10].

Summative assessment is a way to evaluate a student's overall academic progress and understanding of the curriculum at the conclusion of a specific period of study, such as a term or semester. It involves various forms of control and verification work, including tasks that test higher-order thinking skills like analysis, synthesis, and evaluation. Summative assessment is typically graded, with points assigned to different tasks, and used to determine the student's overall grade for the term. The specifications for summative assessment outline the purpose, structure, content, and instructions for conducting the assessment, as well as provide samples of tasks and grade schemes for assignments. Summative assessment is an important way to determine a student's overall academic achievement and progress.

**Research Focus.** The research methodology involved using a criteria-based assessment model to evaluate student performance in a secondary school in Kazakhstan. This involved using formative assessments to provide ongoing feedback to students and teachers, and summative assessments to provide a final evaluation of student performance. The research was conducted in October-December 2022 and focused on the education system in Kazakhstan. The tasks for summative assessment were developed based on unified requirements for all classes and were of various types, such as dictations, presentations, essays, and projects. The research also involved a moderation process in which teachers discussed the outcomes of the student's work are standardized to ensure a consistent assessment process [11; 12; 13].

**General Background.** This research study focused on using formative and summative assessments within a criteria-based assessment model to evaluate student performance in Kazakhstan's general education organizations. The study used standard curricula and training programs for grades 2-11 in the academic discipline of foreign language, which had been updated and approved by the Republic of Kazakhstan and by order of the Ministry of Science No. 500 of November 8, 2012, on accordance with the approved standard curricula (changes and additions of the minister of Education and science of the Republic of Kazakhstan dated 2022 introduced by the order of August No. 365. Formative assessment was used to provide ongoing feedback and support to help students improve their learning, while the summative assessment was used to provide a final evaluation of student performance and inform decisions such as grading and promotion. The research was conducted at a secondary school in Kazakhstan during October-December 2022.

**Participant.** This study took place at a secondary school in Kazakhstan, where the English department included 11 teachers and 1140 students across 40 grades. The teachers administered summative assessments in the third term, which were tailored to the abilities and characteristics of each student, including those with special needs.

**Procedures.** This type of research is categorized as evaluation research. Evaluation research is research activities to collect data and present accurate and objective information regarding the application of the formative-summative evaluation model. Researchers tried to describe the evaluation model formative-summative in planning courses teaching the English language. In this research, summative assessments were used to evaluate the quality of education at a secondary school in Kazakhstan. The teachers provided term 3 summative assessments for students, which were based on their levels and grades. These summative assessments included tasks that tested students' skills in English. The results of these assessments were used to calculate grades for each term, using a scale that converted scores into grades ranging from “2” to “5” (Table 1). The term grades were determined by combining the results of the summative assessments for individual sections and the overall term, with each contributing 50% to the final grade. An example of how a term grade was calculated is provided, using a formula that combines the percentage of scores from the summative evaluations for individual sections and for the entire term are calculated.

**Table 1 – Scale for converting scores into grade**

<i>Percentage of scores of summative assessments</i>	<i>Assessment</i>	<i>Mark</i>
0-39%	Unacceptable	2
40-64%	Acceptable	3
65-84%	Good	4
85-100%	Excellent	5

**Table 2 – The final summative assessment scores for a 7th-grade student in the subject of “English” for the 2nd term**

<b>№</b>	<b>The final assessment (SA) for the individual section</b>	<b>Students grade</b>	<b>High score</b>	<b>Academic performance level</b>
1	(SA) score for section/crosscutting topic 1.	10	12	Middle/Average (66 %)
2	(SA) score for section/crosscutting topic 2.	7	9	Middle/Average (50 %)
3	(SA) score for section/crosscutting topic 1.	16	24	Max (92 %)

*Grading for a term*

The final grades for a term are determined by combining the results of the summative assessments for sections/cross-cutting topics and the final term assessment (Table 2). To assign a grade for a term, the results of the summative assessments for sections/cross-cutting topics and the term are used in the following ratio: 50% of the grade for the term is based on the results of the summative assessment for sections/cross-cutting topics and 50% is based on the results of the summative assessment for the term. Summative Assessment (SA) Weight of SA for sections/cross-cutting topics 50% SA for the term 50% Term grade: 100%. An example of how the term grade is calculated is shown below (Table 3).

**Table 3 – Calculating a term grade**

№	Summative assessment (SA)	Students grade	The highest score	Extent of success	estimated grade	index %	percentage of points
1	(SA) score for section/crosscutting topic 1.	10	12	Middle/Average (66 %)	4-3	50%	37.3%
2	(SA) score for section/crosscutting topic 2.	7	9	Middle/Average (50 %)	4-3		35.4%
3	The final assessment score for a term	16	24	Max (83 %)	5		
<b>Score total</b>							<b>71.0</b>

The formula used to determine the final grade for the term is:

$$\text{Quarter grade} = \left( \frac{\text{Sum of actual scores for sections}}{\text{Sum of maximum scores for sections}} * 50\% \right) + \left( \frac{\text{Actual SA score for a quarter}}{\text{Max. score for a quarter}} * 50\% \right)$$

To determine the grade for the term, the percentage of scores from the summative assessment for sections and the final term assessment are combined.

$$33,8\% + 37,5\% = 71,3\%$$

$$\text{Rounded percentage} = 71\%$$

On the scale of conversion of scores to grades, the student's term grade is determined.

**Table 4 – Establishing academic year mark**

Percentage of scores of summative assessments	Assessment	Mark
0-39%	Unacceptable	2
40-64%	Acceptable	3
65-84%	Good	4
85-100%	Excellent	5

The student's annual grade is determined by averaging the total of their term grades and then rounding to the nearest whole number (Table 4). The proportion of the grade that each term exam counts for is as follows: first term exam 25%, second term exam 25%, third term exam 25%, fourth term exam 25%. The final grade in the subject is determined by averaging the student's term grades for the academic year and their performance on the external summative assessment, with the latter accounting for 30% and the former accounting for 70% of the final grade. The final grade is then rounded to the nearest whole number. The proportion of the grade that each term exam and the external summative assessment counts for is as follows:

First term exam 17.5%,  
Second term exam 17.5%,  
Third term exam 17.5%,  
Fourth term exam 17.5%,

The external summative assessment, which is a separate evaluation, accounts for 30% of the final grade. The formula for calculating the final grade is: (Grade for the 1st term \* 0.175) + (grade for the 2nd term \* 0.175) + (grade for the 3rd term \* 0.175) + (grade for the 4th term \* 0.175) + (grade for the External summative assessment (ESA) \* 0.3) = final grade.

The calculation for the fraction of the grade for each term is:

For a grade of 5, the fraction is  $(5 * 0.175) = 0.875$

For a grade of 4, the fraction is  $(4 * 0.175) = 0.7$

For a grade of 3, the fraction is  $(3 * 0.175) = 0.525$

For a grade of 2, the fraction is  $(2 * 0.175) = 0.35$

The calculation for the fraction of the grade for the external summative assessment is:

For a grade of 5, the fraction is  $(5 * 0.3) = 1.5$

For a grade of 4, the fraction is  $(4 * 0.3) = 1.2$

For a grade of 3, the fraction is  $(3 * 0.3) = 0.9$

For a grade of 2, the fraction is  $(2 * 0.3) = 0.6$

In the final grade calculation, the fraction of the term grade is added to the fraction of the external summative assessment to obtain the final grade.

Example:

Student's term marks: 5, 4, 3, 2

SA grade: 4

Calculation =  $5 * 0.175 + 4 * 0.175 + 3 * 0.175 + 2 * 0.175 + 4 * 0.3 = 0.875 + 0.7 + 0.525 + 0.35 + 1.2 = 3.65$

The final score is rounded to the nearest whole number. Final grade =4

#### Data analysis

This research was conducted in an English language classroom at a school in Kazakhstan during the 2022-2023 academic year. There were a total of 1140 students in the school, and 384 of those students were in the first elementary grades, which included 13 grades (Table 5).

**Table 5 – Data score 2-4 grades**

Grades	Number of Students	Subject	Excellent	Good	Satisfactory	Quality	Achievement
2 A	31	English	14	14	3	90	100
2 Ә	31	English	14	13	4	87	100
2 Б	30	English	13	15	2	93.3	100
2 В	27	English	16	9	2	92.5	100
2 Г	25	English	13	9	3	88	100
3 A	30	English	6	18	6	80	100
3 Ә	31	English	13	16	2	93.5	100
3 Б	27	English	8	14	5	81.4	100
3 В	29	English	10	15	4	86.2	100
4 A	31	English	18	7	6	80.6	100
4 Ә	30	English	17	11	2	93.3	100
4 Б	31	English	17	8	6	80.6	100
4 В	31	English	18	11	2	93.5	100
<b>TOTAL</b>	384		177	160	47	87.7	100



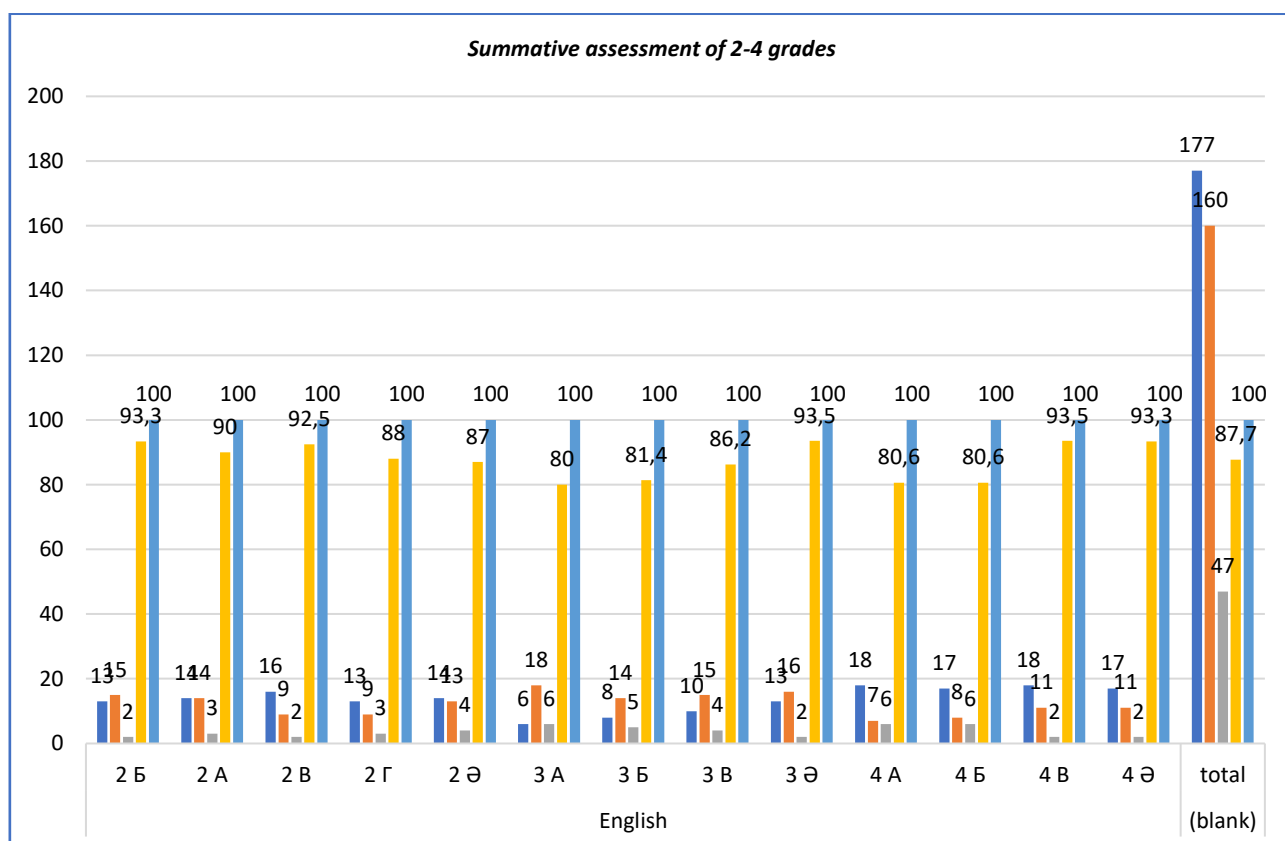


Figure 3 – Diagram Summative assessment of 2-4 grades

### Research Discussion

1. Figure 3 includes data for students in grades 2 through 4, with a total of 384 students.
2. The subject for all of the classes is English.
3. The number of students in each class varies, ranging from 25 to 31 students.
4. The distribution of grades among the students is as follows:
  - Excellent: 177 students (46.1%)
  - Good: 160 students (41.7%)
  - Satisfactory: 47 students (12.2%)

The data provided shows the performance of students in English for various grades. The grades range from 2 to 4, with a total of 384 students. The columns “Excellent”, “Good”, and “Satisfactory” show the number of students who received those respective grades. The “Quality” column shows the percentage of students who received either an “Excellent” or “Good” grade. The overall Quality score for all students is 87.7.

Looking at the data by grade, it appears that the students in grade 2 generally performed better than those in grades 3 and 4. For example, the Quality score for grade 2 is 90, 87, 93.3, 92.5, and 88, while the Quality scores for grades 3 and 4 are lower, ranging from 80 to 93.5.

It is also worth noting that the number of students in each grade varies. For example, there are 31 students in grade 2A, while there are only 25 students in grade 2G. This could potentially affect the overall performance of each grade.

Tables 6 and Figure 4 display the results of summative assessments for students in grades 5 through 11 for the 2nd term. The table includes data for students in grades 5 through 11, with a total of 756 students.

The subject for all of the classes is English.

The number of students in each class varies, ranging from 18 to 34 students.

The distribution of grades among the students is as follows:

Excellent: 280 students (37.1%)  
Good: 352 students (46.5%)  
Satisfactory: 124 students (16.4%)

**Table 6 – Data score 5-11 grades**

Grade	Number of Students	Subject	«Excellent»	«Good»	«Satisfactory»	Quality	Achievment
5 A	30	English	15	11	4	86.6	100
5 Ә	29	English	11	13	5	82.7	100
5 Б	30	English	11	13	6	80	100
5 В	31	English	10	18	3	90	100
6 A	26	English	9	17	0	100	100
6 Ә	29	English	9	18	2	93.1	100
6 Б	28	English	12	14	2	92.8	100
6 В	26	English	8	13	5	80.7	100
7 Ә	27	English	11	8	8	70.3	100
7 A	28	English	10	7	11	60.7	100
7 Б	27	English	12	9	6	77.7	100
7 В	28	English	10	15	3	89.2	100
7Г	25	English	9	11	5	80	100
8 A	31	English	11	10	10	67.7	100
8 Ә	28	English	6	14	8	71.4	100
8 Б	29	English	6	12	11	62	100
8 В	28	English	10	13	5	82.1	100
9 A	28	English	9	19	0	100	100
9 Ә	27	English	13	11	3	88.8	100
9 Б	29	English	12	12	5	82.7	100
9 В	28	English	8	18	2	92.8	100
10 A	26	English	8	15	3	88.4	100
10 Ә	32	English	13	15	4	87.5	100
10 Б	34	English	16	17	1	97	100
11 A	27	English	9	11	7	74	100
11 Ә	27	English	13	10	4	85.1	100
11 В	18	English	9	8	1	94.4	100
<b>TOTAL</b>	756		280	352	124	83.5	100

This data appears to represent the results of summative assessments for students in various grades, studying English. The “Excellent”, “Good”, and “Satisfactory” columns indicate the number of students in each grade who received those grades on their summative assessments. The “Quality” column shows the percentage of students in each grade who received either an “Excellent” or “Good” grade.

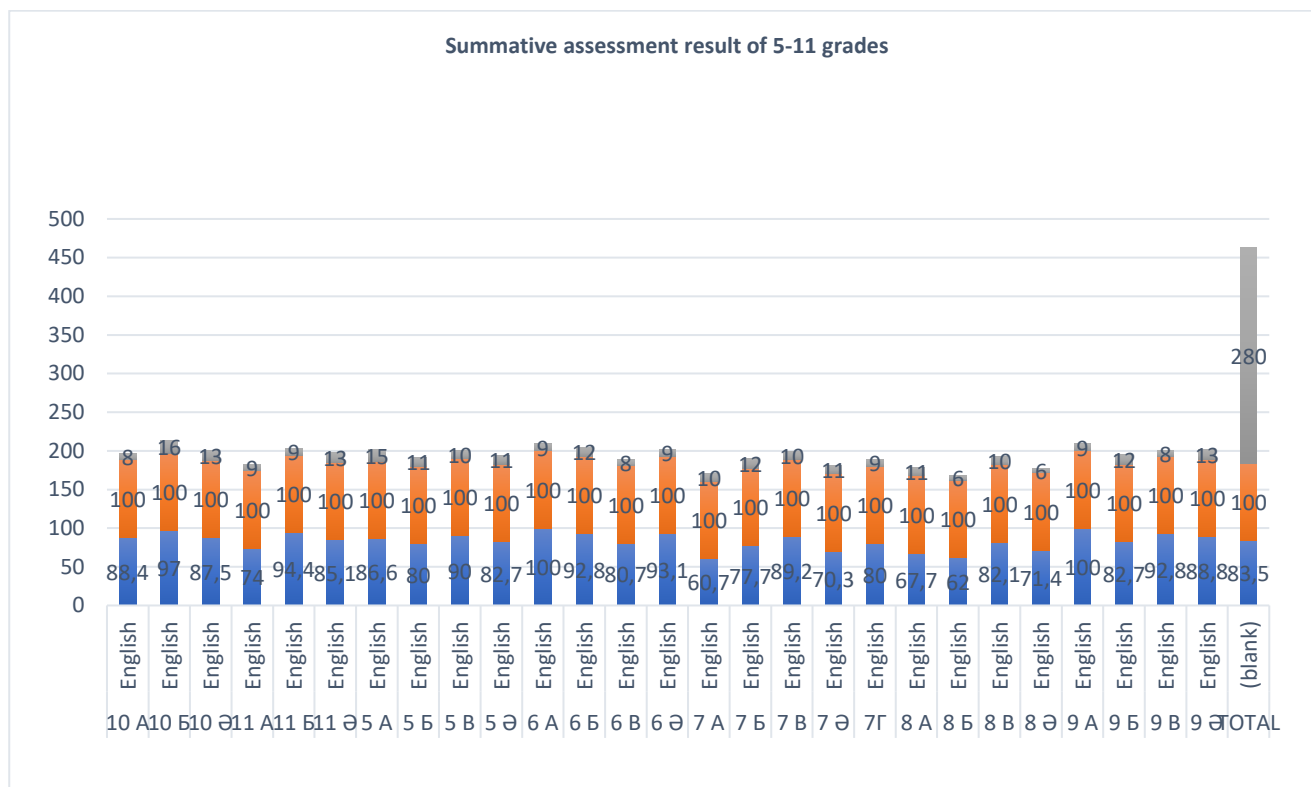


Figure 4 – Diagram Summative assessment of 5–11 grades

Overall, the data shows that about 83.5% of students received either an “Excellent” or “Good” grade on their summative assessments. There is some variation in the quality of performance across different grades, with some grades having a higher percentage of students receiving either an “Excellent” or “Good” grade than others. For example, in grade 6, all students received either an “Excellent” or “Good” grade, while in grade 7, only about 70.3% of students received either of those grades. It is worth noting that this data only represents a snapshot of the student's performance on summative assessments and does not necessarily provide a complete picture of their overall academic achievement. Other factors, such as participation in class and performance on formative assessments, could also impact students' overall academic success.

**Conclusion**

To sum up, the data shows that students in grades 2 and 4 generally performed better on their summative assessments in English compared to students in grades 3 and 7. The overall quality score for all students was 83.5%. However, it is important to note that this data only represents a snapshot of the student's performance on summative assessments and does not necessarily provide a complete picture of their overall academic achievement. Criteria-based assessment has several advantages, including providing a clear and objective way of evaluating student performance, allowing students to understand what is expected of them, promoting deeper learning, being more authentic, and being more efficient.

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