

## **THE IMPORTANCE OF THE SUMMATIVE ASSESSMENT SYSTEM IN THE FIELD OF INFORMATICS AND INFORMATION TECHNOLOGIES.**

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**Abstract:** Assessment is an integral part of any education system and provides valuable insights into the effectiveness of teaching and learning processes. The assessment system also has its importance in the field of informatics and information technologies. This article aims to discuss the significance of the summative assessment system in informatics and information technologies, for what purpose it was introduced. By understanding the specific features and applications of the summative assessment system, teachers and policymakers can make informed decisions to improve educational outcomes.

**Keywords:** Summative assessment, formative assessment, education, information technologies, project work, portfolio.

**INTRODUCTION:** The results of the education system can be assessed through its results. It is constantly changing and improving with new assessment and evaluation rules and subsequent changes. The assessment process in the education system has been improved over the years. In Uzbekistan, exams are digitized and take on their responsibilities based on the international system. In the secondary school period, a new system was introduced based on a model, the final official assessment, known as the CSE. In connection with the widespread traditional system, it is not surprising that the traditional assessment system has shown a lack of validity, reliability and objectivity[1].

Taking into account the global importance of the assessment system, in the resolution of the President of the Republic of Uzbekistan on February 5, 2025, a number of measures were developed to create a new education system in our country, digitizing the education system and minimizing the human factor in it[6]. At the same time, seminars and training courses were also held for teachers of secondary schools in our country to improve their skills[2].

Summative assessment is a process of formal assessment of the level of mastery of the competencies established by the state educational standard and curricula at a certain period of study (sections and chapters of the curriculum, quarter, at the end of the academic year), carried out using tests, written work, oral interviews, project work, presentation work, practical exercises, laboratory work, creative work and other similar forms.

In this case, the teacher identifies possible gaps in the student's mastery as a result of summative assessment, and works with the student to eliminate them. summative assessment by chapter (hereinafter - BSB) - a process of formal assessment of the level of mastery of the competencies established at the end of a chapter or section; summative assessment by quarter (hereinafter - CHSB) - a process of formal assessment of the level of mastery of the competencies established at the end of a quarter[6].

**MATERIALS AND METHODS:** Teaching is no longer just an intellectual process, today teaching is a logical and digital process. Teachers need to assess individual student performance using a system such as summative assessment to provide an adapted learning environment in the

classroom. Methods such as standardized online tests, final exams, projects and portfolios are usually used in this assessment system. This type of assessment is often scored and allows for comparisons between students or educational institutions. In summative assessment, quantitative data analysis is used to measure the overall performance of not only students but also teachers. Standardized and computer-based tests are an important part of summative assessment. These tests help assess the level of knowledge acquired by students, their level of understanding of knowledge and the concepts of learning, and due to the help of information technology in the learning process, the human factor is reduced, resulting in transparency in the education system. Standardized tests allow for comparison of the overall knowledge level of students and comparison of students. These tests provide objectivity in assessing the level of knowledge acquired by students. Final exams are also an important part of summative assessment. These exams are designed to assess the knowledge acquired by students during the course, semester, or academic year. Students are required to demonstrate their level of knowledge, understanding, and skills through these exams, and the level of knowledge is determined without any confusion or unfairness. Final exams provide expanded and complete results in assessing the level of knowledge acquired by students. Projects and portfolios are also used as a method of summative assessment.



**Figure 1: Importance of the summative assessment system.**

**Determining the level of knowledge** - allows you to assess the knowledge acquired by students in a particular subject or course.

**Improving the quality of education** - based on the results, it is possible to improve curricula and eliminate problems.

**Providing motivation** - students see their achievements and shortcomings and strive to study better.

**Ensuring objectivity** - since the assessment is carried out based on standard criteria, it creates equal conditions for all students.

**Analyzing the results** - educational institutions and teachers analyze the overall results of students and determine future strategies.

**Identifying opportunities** - helps determine the areas of interest and talent of students.

**Digitalization of the education system** - standardized tests are taken through digital technologies without the human factor and the result is obtained automatically[2].

**RESULTS AND DISCUSSION:** . Summative assessments are administered at the end of a learning period and aim to measure overall achievement and the achievement of specific learning objectives. These assessments are usually more structured and standardized, such as final exams or standardized tests. Summative assessments give students grades or ratings that provide a summary of their performance over a period of time. Summative assessments are used to assess students' knowledge at the end of a subject or course, while formative assessments are used to assess students' learning throughout the learning process.

Summative assessments are important because they allow students to measure their progress and achievement. They can also be used to identify areas where students need additional support. Summative assessments can take many forms, such as tests, quizzes, essays, projects, and portfolios.

Here are some examples of summative assessments:

A final exam at the end of a course;

A standardized, digitized test at an international level, such as the SAT or ACT[7].

Summative assessment provides school administrators and policymakers with important information to evaluate the effectiveness of curricula, teaching methods, and educational programs. Summative assessment is just a few examples of methods used to evaluate the final results or achievements of students or educational programs. These methods are important in the wider use of information technology in improving the effectiveness of the educational process, the level of knowledge acquired by students, and educational programs. Students and teachers will have the opportunity to improve the quality of learning and determine the level of knowledge acquired by students with the help of these assessment methods. The study showed that the methods of assessing students are aimed at assessing only their memory, not their level of learning, and the area of qualitative assessment of students has also been completely neglected. Teachers were not satisfied with their work on grading answer scripts because they had not received adequate training. Our assessment and evaluation system, instead of knowing the learning, creativity and skills of students, relies only on scores and focuses on memorization or using traditional methods of obtaining maximum marks. Moreover, assessments are not only for assessing the performance of students, but also for teachers, and such methods should be developed in our examination assessment system. The analysis showed that at all stages of education (as stated in the objectives), unreliable teaching methods, an ineffective assessment system and a substandard curriculum were used to assess students, which led to students' failure to master information technologies, in particular[4].

The level of progress in improving and transforming the education system of Uzbekistan is increasing day by day. This process requires each of us to have digital technology and specialist knowledge at the level required by international standards. Students' creativity, individual

differences, potentials and skills provide an environment for students to express their creative ideas by setting the level of knowledge in the classroom, rather than just memorizing. Students' learning should reflect the content of the curriculum and textbooks and meet the learning objectives. It has been modified according to current trends. A well-designed assessment system is very important for the learning process in the modern education system to avoid just memorizing, which can strengthen students' analytical and problem-solving skills, which can be an indicator for improving their knowledge. Summative assessment formats can vary, such as tests, essays, projects, or exams. It is important that these assessment results are analyzed and provided with feedback so that they have a positive impact on student development. Summative assessments are administered at the end of an educational period and aim to measure overall achievement and mastery of specific learning objectives. These assessments are usually more structured and standardized, such as final exams or standardized tests. Summative assessments assign grades or ratings to students, providing a summary of their performance over a period of time. They serve as an accountability tool to determine whether students have met educational standards or expectations. In addition, summative assessments provide school administrators and policymakers with important information to evaluate the effectiveness of curricula, teaching methods, and educational programs[5].

**CONCLUSION:** Summative assessment systems are a valuable tool in evaluating educational processes. While summative assessment provides a comprehensive assessment of outcomes, formative assessment offers ongoing feedback and support. Educators and policymakers should consider the unique characteristics and strengths of both systems to develop effective assessment strategies that encourage student engagement, support personalized learning, and improve overall learning outcomes. A balanced approach that incorporates elements of both summative and formative assessment systems can provide a holistic view of educational effectiveness and contribute to the continuous improvement of teaching and learning practices.

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