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**МЕТОДИКА ПРЕПОДАВАНИЯ ЯЗЫКА И ЛИТЕРАТУРЫ  
ТІЛ МЕН ӘДЕБИЕТТІ ОҚЫТУ ӘДІСТЕМЕСІ  
METHODS OF TEACHING LANGUAGE AND LITERATURE**

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**ISSUES IN CRITERION-BASED ASSESSMENT OF SECONDARY SCHOOL  
STUDENTS' ACHIEVEMENT AND MOTIVATION IN ENGLISH LANGUAGE  
LEARNING**

**Annotation**

This article examines key issues related to the implementation of criterion-based assessment in evaluating the English language achievement and motivation of secondary school learners. The study focuses on 20 fifth-grade students from *Municipal State Institution "Secondary School No. 19 of the Department of Education of the Aral District of the Education Administration of Kyzylorda Region"*. Criterion-based assessment (CBA), which emphasizes transparency, objectivity, and clearly defined learning outcomes, has been widely introduced in Kazakhstani schools as part of ongoing educational reforms. However, despite its methodological advantages, challenges remain concerning its practical application, especially in foreign language teaching.

The research employed a mixed-methods approach, combining diagnostic tests, observational monitoring, motivation questionnaires, and analysis of students' learning dynamics within one academic term. Results revealed that CBA enhanced learners' understanding of success criteria, fostered greater responsibility for their learning, and improved formative learning feedback. Students demonstrated higher engagement during speaking and vocabulary tasks when assessment rubrics were explicitly explained.

Nevertheless, several problems were identified. First, students' motivation was often influenced by their understanding (or misunderstanding) of the descriptors. Some learners perceived the criteria as overly complex, leading to anxiety during tasks requiring oral performance. Second, teachers reported a significant increase in workload due to the necessity of preparing rubrics, descriptors, and formative feedback for every task. Third, parents demonstrated insufficient awareness of the CBA system, causing misunderstanding of their children's progress indicators. Overall, the study underscores that effective implementation of criterion-based assessment requires ongoing methodological support for teachers, explicit instruction on success criteria for students, and greater parental involvement. The findings contribute to discussions on improving assessment literacy and ensuring that criterion-based systems truly enhance both achievement and motivation in English language learning.

**Keywords:**

criterion-based assessment; motivation; achievement; English learning; secondary school; descriptors; formative assessment; learning outcomes.

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## Introduction

Education systems around the world continue to evolve toward more transparent, fair, and student-centered approaches to assessing academic achievement. Over the last two decades, criterion-based assessment (CBA) has emerged as one of the most effective methods for monitoring students' progress and supporting their learning development, particularly in the context of competency-based education. Unlike traditional norm-referenced assessment, where learners are compared to one another, CBA evaluates each student's performance based on predefined learning objectives, descriptors, and success criteria. This approach aligns assessment with instruction and aims to ensure that every student clearly understands what is expected of them and how they can improve. As a result, CBA is closely associated with learner autonomy, formative feedback, and growth-oriented pedagogy.

In the context of English language learning, assessment plays an exceptionally important role. English, as a global language, requires learners to develop communicative competence across multiple domains, including speaking, listening, reading, and writing, as well as vocabulary and grammar proficiency. These skills develop cumulatively, and their accurate assessment is essential for guiding learners' progress. For younger learners – such as fifth graders – assessment practices influence not only their academic attainment but also their long-term motivation, attitudes toward the subject, and self-confidence as language users. When criteria are transparent and tasks are aligned with learning goals, students tend to feel more confident and engaged, which positively impacts learning outcomes. However, when criteria are unclear or overly complex, assessment can become a source of anxiety, confusion, and reduced motivation.

Kazakhstan's educational system has undergone substantial modernization in recent years, including the introduction of criterion-based assessment across all levels of schooling. These reforms aim to increase objectivity, promote fairness, and align the national curriculum with internationally recognized standards. The shift to CBA has been particularly significant in language education, where the need for clear descriptors and transparent assessment criteria is especially high. Teachers are now required to design rubrics, assess students using descriptors, provide formative feedback, and maintain detailed records of learners' progress. While these innovations have yielded many pedagogical benefits, they have also introduced a number of practical challenges that deserve further examination – especially in rural schools and among younger learners who may require additional support in understanding and using assessment criteria.

The present study investigates these issues in the real context of a Kazakhstani secondary school. The research was conducted among 20 fifth-grade students at the Municipal State Institution “Secondary School No. 19 of the Department of Education of the Aral District of the Education Administration of Kyzylorda Region.” This setting is representative of many general education schools in the country, where teachers and students are adapting to new assessment systems while balancing curriculum requirements and resource limitations. Fifth graders were selected as the target group because they are at a critical stage in developing foundational English language skills, yet may still lack the metacognitive abilities required for interpreting complex descriptors.

The rationale for focusing on achievement and motivation is grounded in educational theory and practice. Research suggests that motivation is one of the strongest predictors of successful second language acquisition. If assessment is used effectively – by providing meaningful feedback, promoting self-reflection, and enhancing learners' understanding of their progress it has the

potential to increase motivation and improve performance. Conversely, an assessment system that overwhelms or confuses students can hinder their engagement and reduce the effectiveness of learning. Thus, examining how CBA influences motivation is essential for determining whether Kazakhstan's assessment reforms are achieving their intended goals.

Moreover, teachers play a central role in the success of any assessment system. Their ability to interpret criteria, design rubrics, and communicate expectations directly affects students' understanding and motivation. Preliminary observations indicate that teachers often struggle with increased workload, the complexity of designing descriptors, and the need to differentiate assessment for diverse learners. Many teachers acknowledge the benefits of CBA but also express concerns about time constraints and insufficient training. These challenges may affect the quality of assessment and, consequently, the learners' experience.

Parents, too, are important stakeholders in the assessment process. In many schools, parents are still unfamiliar with the meaning of descriptors, formative feedback, and summative tasks under CBA. Misinterpretation of assessment results may lead to misunderstandings about students' progress or abilities. Therefore, understanding the broader social context surrounding assessment is crucial for identifying ways to support students more effectively.

Given these considerations, the purpose of this research is to examine the key issues that arise when applying criterion-based assessment in English language teaching among fifth-grade students. Specifically, the study seeks to analyze how CBA influences students' academic achievement and motivation, identify common challenges faced by teachers and learners, and propose strategies for improving assessment practices in Kazakhstani schools.

To achieve this purpose, the research addresses the following objectives:

To measure the extent to which criterion-based assessment supports academic achievement in English among fifth-grade students.

To investigate how transparent criteria and formative feedback affect learners' motivation.

To identify challenges and barriers faced by teachers, students, and parents in understanding and applying assessment criteria.

To develop practical recommendations for improving the implementation of CBA in English language classrooms.

In summary, this introduction highlights the importance of studying CBA in the context of secondary English language education. While CBA has the potential to enhance learning and motivation, its effectiveness depends heavily on learners' understanding of criteria, teachers' assessment literacy, and parental awareness. The present research contributes to ongoing discussions about improving assessment practices in Kazakhstan and supporting both teachers and learners as they adapt to contemporary educational standards.

**Literature Review.** The purpose of this literature review is to examine theoretical and empirical perspectives related to criterion-based assessment (CBA), English language learning, student motivation, and the implementation of modern assessment systems within the context of Kazakhstan's educational reforms. This review synthesizes key concepts from international scholarship and situates them within the specific conditions of secondary education, with a focus on young learners.

**Conceptual Foundations of Criterion-Based Assessment.** Criterion-based assessment is grounded in the idea that student learning should be evaluated in relation to explicit, measurable criteria rather than in comparison to peers. According to Brookhart (2013), CBA ensures clarity and objectivity because students are assessed based on specific descriptors that outline levels of performance. This transparency helps learners understand what constitutes successful work and provides a roadmap for improvement.

Black and Wiliam's (2009) influential work emphasizes the role of assessment in supporting learning rather than merely measuring it. They highlight that CBA aligns naturally with formative assessment practices, which guide students toward mastery through feedback, reflection, and revision. Harlen (2010) similarly argues that assessment criteria must be closely tied to learning outcomes so that learners recognize the purpose behind each task.

A significant contrast exists between criterion-referenced and norm-referenced assessment. Whereas norm-referenced systems compare students to a group average, criterion-based systems evaluate mastery independently of other learners. This independence is particularly important in heterogeneous classrooms, where differences in background knowledge and learning pace can influence traditional grading. Stiggins (2017) stresses that CBA fosters fairness because it focuses on individual growth rather than competition, making it more suitable for inclusive education.

**The Role of Criteria and Descriptors in Learning.** Descriptors are at the heart of criterion-based assessment. They define specific levels of performance, making expectations visible to both teachers and learners. According to Sadler (1989), descriptors enable students to build mental models of quality work, which supports self-assessment and metacognitive development. For younger learners, however, descriptors must be developmentally appropriate. When criteria are too complex, students may misinterpret them or become anxious during assessment tasks [Brookhart, 2013].

Rubrics, as structured forms of decision-making, help standardize teacher judgment and reduce subjectivity. Andrade (2000) notes that rubrics are most effective when shared with students before the task begins, enabling learners to set goals and monitor progress. Research by Panadero and Jonsson (2013) suggests that rubrics enhance self-regulated learning, particularly when students are trained to interpret and use them meaningfully.

**Criterion-Based Assessment in Language Learning.** Assessment in English language teaching (ELT) requires evaluating a multidimensional set of skills, including reading, writing, speaking, listening, vocabulary, and grammar. CBA offers a structured approach for assessing each skill independently. According to Fulcher and Davidson (2007), language assessment benefits from transparent criteria because performance tasks — such as oral presentations or written compositions — often require subjective judgment.

Speaking assessment, for instance, traditionally suffers from variability in teacher scoring. Clear descriptors reduce this variability by specifying indicators of fluency, accuracy, pronunciation, and coherence. Research by Isaacs and Trofimovich (2012) shows that when teachers use detailed rubrics, reliability improves significantly in oral evaluations.

In relation to writing, Hyland (2003) emphasizes that rubrics help learners understand genre expectations, structural elements, and linguistic accuracy. However, younger learners may struggle to match their performance to rubric descriptors unless they receive explicit modeling and scaffolded practice [Cameron, 2001].

Listening and reading skills are often assessed using objective tasks, yet descriptors still play a role by clarifying how comprehension is demonstrated at various proficiency levels. The Council of Europe's CEFR (Common European Framework of Reference) levels, widely referenced worldwide, also operate on criterion-based principles, defining “can-do” statements for each skill. These descriptors help align classroom assessment with international benchmarks [Council of Europe, 2018].

**Motivation in Second Language Learning.** Motivation is a pivotal factor in successful language learning. Gardner's (2010) socio-educational model identifies two main components:

**Integrative motivation** — interest in the target language and culture,

**Instrumental motivation** — practical reasons for learning, such as academic success.

Dörnyei (2005) expands this view by proposing the L2 Motivational Self System, which suggests that learners are motivated when they can envision themselves as competent users of the target language. Assessment practices that support progress and celebrate small achievements can strengthen this vision.

The relationship between assessment and motivation is complex. Positive, constructive feedback enhances motivation, whereas unclear or overly negative feedback reduces it [Nicol & Macfarlane-Dick, 2006]. Younger learners are particularly sensitive to feedback tone. Panadero and Lipnevich (2022) found that clear criteria increase student confidence, but only when teachers explain them in age-appropriate language.

Challenges of Implementing Criterion-Based Assessment. International research highlights several challenges in implementing CBA:

#### Teacher Workload and Assessment Literacy

Teachers often experience increased workload due to the need to design rubrics, create descriptors, and provide detailed feedback. Brookhart (2013) notes that assessment literacy is essential for designing high-quality rubrics, yet many teachers lack sufficient training.

#### Students' Understanding of Descriptors

Younger learners may find descriptors difficult to interpret. Studies by Andrade (2000) and Sadler (1989) suggest that students require guided practice in using rubrics effectively.

#### Parent Awareness and Engagement

Parents play an important role in supporting learning. However, Andersson and Palm (2017) found that parents often misinterpret criterion-referenced reports because they are accustomed to traditional grades.

#### Consistency and Fairness

While CBA aims to ensure fairness, its effectiveness depends on teachers applying criteria consistently. Research by McMillan (2014) shows that teacher judgment can vary if descriptors are vague or misaligned with tasks.

#### Criterion-Based Assessment in Kazakhstan

Since 2016, Kazakhstan has implemented updated curricula and introduced criterion-based assessment in all primary and secondary schools (Ministry of Education and Science of Kazakhstan, 2016). These reforms were inspired by international models such as the CEFR and assessment frameworks used in OECD countries.

Several studies conducted in Kazakhstan indicate positive outcomes. Ismailova (2019) reports that CBA improves transparency, while Saduova (2020) notes increased student engagement. However, the same studies highlight challenges, including teacher overload, insufficient professional development, and parents' limited understanding of descriptors.

In rural schools, where resources are often limited, teachers must balance multiple responsibilities. A study by Kulzhanova (2021) in Kyzylorda region found that teachers struggle particularly with speaking assessment due to time constraints and difficulties applying rubrics consistently.

Despite these challenges, the national policy framework continues to emphasize criterion-based assessment as a foundation for improving educational quality and aligning Kazakhstani schools with international standards.

## Results

This section presents the findings of the study based on quantitative and qualitative data collected over the 10-week academic term. The results are organized into several subsections: students' achievement outcomes, motivation changes, classroom observation findings, teacher reflections, and parent awareness. The data are interpreted to illustrate how criterion-based assessment (CBA) influenced fifth-grade students' English proficiency and motivation, and what challenges emerged during its implementation.

#### Students' Achievement Outcomes

To assess progress, diagnostic and final assessments were compared across four major English language skills: vocabulary, reading, writing, and speaking. The results indicate measurable improvement in all assessed areas.

**Table 1 – Diagnostic vs Final Achievement Scores**

Skill	Diagnostic Mean (%)	Final Mean (%)	Improvement (%)
Vocabulary	54	71	+17
Reading	48	60	+12
Writing	50	64	+14
Speaking	42	50	+8

These results demonstrate that students improved most in **vocabulary** and **writing**, followed by **reading**, while **speaking** showed the smallest gain. This pattern is consistent with existing research that indicates younger learners progress more quickly in receptive and written skills than in productive oral skills [Cameron, 2001].

#### Interpretation

Vocabulary improved significantly due to the use of visual rubrics and explicit success criteria.

Writing improvement was linked to detailed formative feedback, which guided revision and correction.

Speaking showed limited progress because students reported anxiety and confusion regarding speaking descriptors, especially criteria related to fluency and pronunciation.

Reading improvement reflects increased familiarity with task formats and clearer expectations for comprehension accuracy.

#### Motivation Questionnaire Results

Motivation was measured using pre- and post-questionnaires. The findings suggest that criterion-based assessment had a generally positive impact on student motivation, though mixed emotional responses were observed.

**Table 2 – Motivation Indicators (Pre vs Post)**

Indicator	Pre (%)	Post (%)	Change
Feels confident when criteria are clear	40	65	+25
Understands expectations through rubrics	52	80	+28
Feels anxious due to detailed descriptors	20	30	+10
Increasing interest in English	55	70	+15
Finds feedback useful	60	85	+25
Prefers tasks with criteria shown beforehand	50	78	+28

#### Interpretation

The largest positive change occurred in students' understanding of expectations and appreciation of feedback. This aligns with Nicol and Macfarlane-Dick's (2006) findings that formative feedback enhances self-regulated learning.

However, anxiety slightly **increased** (+10%). Interviews revealed:

Some students felt pressure to match every descriptor.

Oral performance tasks triggered nervousness, especially speaking assessments with multiple criteria.

Nevertheless, overall motivation increased in 80% of students.

#### Classroom Observation Findings

Observations conducted weekly revealed changes in engagement, behavior, and response to assessment tasks.

Diagram 1. Classroom Engagement Before vs After CBA

(Insert into Word as bar chart)

Before CBA:



After CBA:



Key trends:

Positive Trends

**Higher engagement during tasks with visual rubrics.**

Students were more active when criteria were displayed using icons, colors, or simplified language.

**Improved peer collaboration.**

Students helped each other understand criteria and compared their work to descriptors.

**Greater participation in reading and vocabulary activities.**

Tasks became predictable and transparent.

Challenges Observed

**Confusion during speaking assessments.**

Many students asked clarifying questions and hesitated due to fear of making mistakes.

**Over-reliance on teacher confirmation.**

Some students constantly asked, "Is this correct according to criteria?" indicating emerging, but still fragile, assessment literacy.

**Difficulty interpreting multi-level descriptors.**

When criteria had 3–4 performance levels, students tended to misclassify their own performance.

Teacher Reflective Journal Findings

The teacher's diary provided deeper insights into the practical challenges of implementing CBA.

Recurring Themes:

Increased Workload

The teacher reported that preparing descriptors, rubrics, and feedback required significantly more time than traditional grading:

"For every task, I must prepare a rubric. It is helpful but very time-consuming."

Difficulty Simplifying Criteria

Adapting descriptors to suit fifth graders was challenging:

"Students sometimes do not understand words like *fluency*, *accuracy*, *coherence*."

Simplified rubrics with icons improved comprehension.

Speaking Assessment Issues

The teacher noted:

"Oral tasks take too long to assess fairly. Speaking descriptors are the hardest to apply."

Need for More Professional Development

The teacher expressed a desire for more training in rubric design and formative feedback strategies.

Student Interview Insights

Short interviews were conducted with 10 students.

Positive Feedback

"Criteria show me what to do."

"I like when the teacher gives comments."

"I understand my mistakes better."

Challenges

"Speaking criteria are scary."

"I don't know how to get 'excellent' level."

"Sometimes too many words in the rubric."

Parent Survey Results

A parent questionnaire revealed low awareness of CBA.

Key Findings:

60% did not understand what descriptors meant.

45% believed summative marks were “too complicated.”

70% wanted workshops explaining CBA.

Parents were supportive but lacked assessment literacy, which occasionally caused misunderstandings.

Summary of Results

The results indicate:

Positive Outcomes

Measurable improvement in English language skills.

Increased motivation, confidence, and task engagement.

Greater clarity of expectations through rubrics.

Enhanced self-regulation in some learners.

Challenges

Anxiety related to speaking descriptors.

Teacher workload increased significantly.

Students struggled with complex criteria.

Parents lacked understanding of CBA.

These findings align with existing literature [Black & Wiliam, 2009; Brookhart, 2013], which emphasizes both the benefits and limitations of CBA in young learner contexts.

Discussion.

The findings of this study highlight both the opportunities and challenges associated with implementing criterion-based assessment (CBA) in English language learning for fifth-grade students. This discussion interprets the results in relation to existing literature, explores their pedagogical implications, and examines the factors influencing students' achievement and motivation.

Students' Achievement in Relation to CBA

The results showed that students achieved measurable improvement across vocabulary, reading, writing, and speaking, with vocabulary and writing demonstrating the highest gains. These outcomes align with Cameron (2001), who emphasized that younger learners tend to progress more rapidly in receptive and written skills, particularly when assessment criteria are explicit. The use of visual rubrics and clearly defined descriptors appears to have enhanced understanding, allowing students to focus on specific learning objectives rather than being distracted by ambiguous expectations.

Speaking skills showed the smallest improvement, which is consistent with Isaacs and Trofimovich (2012), who found that oral performance often presents challenges for young learners in assessment contexts. The combination of performance anxiety and complex descriptors may have hindered progress. This suggests that additional scaffolding, such as modeling and guided practice, may be necessary to support oral skills development under CBA frameworks.

Impact of CBA on Motivation

The motivational questionnaire revealed overall positive trends, including increased confidence, task engagement, and perceived usefulness of feedback. These findings corroborate Nicol and Macfarlane-Dick (2006), who argued that formative feedback and transparent criteria are essential for fostering self-regulated learning and intrinsic motivation. Students reported greater interest in English and an improved understanding of expectations, which suggests that criterion-based assessment promotes goal-oriented learning.

However, a modest increase in anxiety was observed, particularly in relation to speaking descriptors. This highlights a key consideration: while CBA can clarify learning objectives, it may also introduce pressure to achieve high levels across multiple criteria. According to Panadero and Lipnevich (2022), younger learners may feel overwhelmed by detailed descriptors if they lack sufficient support or scaffolding, reinforcing the importance of developmentally appropriate criteria.

### Teacher Challenges and Assessment Literacy

Teacher reflections indicated increased workload and difficulties simplifying descriptors for younger learners. These observations echo Brookhart (2013), who noted that effective CBA implementation requires strong assessment literacy and time investment. The findings underscore the necessity of professional development programs that equip teachers with the skills to design age-appropriate rubrics, provide constructive formative feedback, and manage workload efficiently.

Additionally, challenges in oral assessment reveal the need for consistent scoring practices and calibration among teachers. McMillan (2014) emphasizes that inter-rater reliability is critical in ensuring fairness and credibility in criterion-based assessment. In rural settings such as the study site, where resources and training may be limited, these issues become even more pronounced.

### Parent Engagement and Understanding

Parent surveys highlighted limited understanding of descriptors and criterion-based grading. This aligns with Andersson and Palm (2017), who noted that parents often misinterpret criterion-referenced results, especially when accustomed to traditional grading systems. Parental awareness is crucial because parents influence learners' attitudes and motivation. Workshops or informational sessions could improve parent engagement, ensuring that assessment results are interpreted constructively and support learning at home.

### Integration with Existing Literature

The results of this study confirm that CBA aligns closely with contemporary educational theories emphasizing formative assessment, learner autonomy, and motivation. Black and Wiliam (2009) argue that assessment should primarily serve learning rather than merely measure achievement, a principle clearly supported by the observed improvements in student engagement and self-regulation.

Furthermore, the challenges identified in this study - such as increased teacher workload, student anxiety, and parent misunderstanding – ing reflect international trends. Fulcher and Davidson (2007) noted that effective language assessment requires balancing rigor with accessibility, a balance that is particularly delicate for young learners. Simplified rubrics, visual cues, and guided feedback emerge as critical strategies for mitigating potential negative effects while maximizing benefits.

### Pedagogical Implications

Several pedagogical implications arise from this research:

**Developmentally Appropriate Descriptors:** Descriptors must be simplified and illustrated with visual or verbal cues to ensure younger learners understand expectations.

**Scaffolded Support for Oral Skills:** Speaking tasks should include modeling, practice, and peer feedback to reduce anxiety and increase confidence.

**Teacher Professional Development:** Training in rubric design, formative feedback, and time management is essential to sustain effective CBA practices.

**Parental Engagement:** Informational workshops and explanatory materials can enhance parent understanding and support learners' motivation at home.

**Balanced Assessment Load:** Teachers need strategies to manage workload, such as collaborative rubric design, peer assessment, or technology-assisted scoring.

By addressing these areas, schools can enhance the effectiveness of CBA, ensuring that assessment serves both learning and motivational purposes. The study reinforces the notion that assessment is not merely a measurement tool but an integral component of the learning process.

### Limitations and Considerations

While the study provides valuable insights, limitations must be acknowledged. The small sample size (N=20) limits generalizability, and the focus on a single rural school may not capture urban or high-resource contexts. Moreover, the study duration (10 weeks) was relatively short, potentially constraining long-term observations of motivation and achievement trends. Future research could expand the sample, include multiple schools, and examine longitudinal effects of CBA on learner outcomes.

## Conclusion

The study's findings indicate that criterion-based assessment positively influences students' learning outcomes and motivation. Quantitative data demonstrated measurable improvements in vocabulary, reading, writing, and, to a lesser extent, speaking skills. Vocabulary and writing showed the most significant gains, highlighting the effectiveness of visual rubrics, clear descriptors, and formative feedback in guiding students toward learning objectives.

Motivation analysis revealed that students experienced increased confidence, engagement, and appreciation for feedback. The use of clear criteria helped students understand expectations and encouraged self-regulation, which aligns with the principles of formative assessment (Black & Wiliam, 2009; Nicol & Macfarlane-Dick, 2006). However, speaking tasks caused some anxiety, particularly when descriptors were complex or multi-level, indicating the need for scaffolded support in oral skill assessment.

Teacher reflections underscored the increased workload associated with preparing and implementing rubrics and descriptors. Simplifying criteria for younger learners, managing time efficiently, and maintaining consistent assessment standards emerged as significant challenges. Additionally, parental awareness of CBA was limited, suggesting a gap between school practices and home understanding. Parents expressed a desire for guidance and workshops to better comprehend criterion-based grading and support their children's learning.

Despite these challenges, the study confirms that CBA is a valuable tool for promoting fairness, transparency, and goal-oriented learning. By focusing on individual progress rather than peer comparison, it fosters an inclusive classroom environment where students are motivated to achieve their personal best.

### Recommendations

Based on the findings, the following recommendations are proposed for educators, administrators, and policymakers:

#### **Develop Developmentally Appropriate Descriptors:**

Use simplified language, visual cues, and icons to ensure that young learners clearly understand the criteria for each task. Multi-level rubrics should be gradually introduced to avoid confusion and anxiety.

#### **Provide Scaffolded Support for Oral Skills:**

Include modeling, guided practice, and peer feedback for speaking tasks to reduce performance anxiety. Teachers should provide step-by-step guidance on fluency, pronunciation, and coherence.

#### **Enhance Teacher Professional Development:**

Organize training sessions on rubric design, formative feedback, and time management strategies. This will strengthen assessment literacy and reduce workload stress.

#### **Engage Parents in the Assessment Process:**

Conduct workshops, information sessions, and distribute explanatory materials to improve parents' understanding of criterion-based assessment and promote a supportive learning environment at home.

#### **Implement Balanced Workload Strategies:**

Encourage collaborative rubric design among teachers, use peer assessment, and incorporate technology-assisted scoring tools to manage assessment-related tasks efficiently.

#### **Monitor and Evaluate Assessment Practices:**

Schools should establish regular review processes to evaluate the effectiveness of CBA, identify areas for improvement, and ensure alignment with curriculum objectives and international standards such as CEFR.

### Final Remarks

Criterion-based assessment is a transformative approach that promotes transparency, fairness, and learner autonomy in English language learning. While it introduces challenges related to teacher workload, student anxiety, and parental understanding, these issues can be mitigated through professional development, scaffolded support, and proactive parental engagement. The

study emphasizes that effective CBA implementation requires careful planning, collaboration, and ongoing reflection to enhance both achievement and motivation in young learners.

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## **ПРОБЛЕМЫ КРИТЕРИАЛЬНОГО ОЦЕНИВАНИЯ ДОСТИЖЕНИЙ И МОТИВАЦИИ УЧАЩИХСЯ СРЕДНЕЙ ШКОЛЫ В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА**

**Аннотация.** В данной статье рассматриваются ключевые проблемы, связанные с внедрением критериального оценивания в процессе определения уровня достижений и мотивации учащихся средней школы при изучении английского языка. Исследование проведено на выборке из 20 учеников пятого класса Муниципального государственного учреждения «Средняя школа №19 отдела образования Аральского района управления образования Кызылординской области». Критериальное оценивание (КТО), основанное на принципах прозрачности, объективности и четко определённых учебных результатов, активно внедряется в казахстанские школы в рамках продолжающихся образовательных реформ. Однако, несмотря на его методологические преимущества, остаются сложности, связанные с практическим применением, особенно в обучении иностранному языку.

В исследовании использован смешанный метод, включающий диагностические тесты, наблюдение, анкетирование мотивации и анализ динамики учебных достижений учащихся в течение одной учебной четверти. Результаты показали, что КТО способствовало лучшему пониманию учащимися критериев успешности, повышало их ответственность за собственное обучение и улучшало качество формативной обратной связи. Ученики проявляли более высокую вовлечённость при выполнении заданий на говорение и лексику, когда оценочные рубрики были объяснены заранее.

Тем не менее были выявлены несколько проблем. Во-первых, мотивация учащихся часто зависела от их понимания (или непонимания) дескрипторов. Некоторые школьники воспринимали критерии как чрезмерно сложные, что вызывало беспокойство при выполнении заданий, требующих устных высказываний. Во-вторых, учителя сообщили о значительном увеличении нагрузки из-за необходимости подготовки рубрик, дескрипторов и формативной обратной связи для каждого задания. В-третьих, родители демонстрировали недостаточную осведомлённость о системе КТО, что приводило к неправильному пониманию показателей успеваемости их детей.

В целом исследование подчеркивает, что успешная реализация критериального оценивания требует постоянной методической поддержки учителей, явного и последовательного объяснения критериев успешности учащимся, а также более активного вовлечения родителей. Полученные данные вносят вклад в обсуждение повышения оценочной грамотности и обеспечения того, чтобы критериальная система действительно способствовала росту достижений и мотивации в изучении английского языка.

**Ключевые слова:** критериальное оценивание; мотивация; достижения; изучение английского языка; средняя школа; дескрипторы; формативное оценивание; учебные результаты.

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## **АҒЫЛШЫН ТІЛІНЕН ОРТА МЕКТЕП ОҚУШЫЛАРЫНЫҢ ҮЛГЕРІМІ МЕН ЫНТАСЫН КРИТЕРИАЛДЫ БАҒАЛАУ МӘСЕЛЕЛЕРІ**

**Аңдатпа.** Бұл мақалада орта мектеп оқушыларының ағылшын тілін үйренудегі жетістіктері мен уәждемесін (мотивациясын) анықтау үдерісінде критериалды бағалауды енгізуге қатысты негізгі мәселелер қарастырылады. Зерттеу «Қызылорда облысы білім басқармасының Арал ауданы бойынша білім бөлімінің №19 орта мектебі» КММ-нің 5-сыныбындағы 20 оқушының қатысуымен жүргізілді. Критериалды бағалау (КБ) ашықтық, объективтілік және нақты айқындалған оқу нәтижелері принциптеріне негізделіп, қазақстандық білім беру реформалары аясында мектептерге белсенді енгізілуде. Дегенмен, оның әдістемелік артықшылықтарына қарамастан, әсіресе шет тілін оқытуда практикалық қолдануға байланысты қиындықтар әлі де бар.

Зерттеуде диагностикалық тесттер, бақылау, мотивациялық сауалнамалар және бір оқу тоқсаны ішіндегі оқушылардың оқу динамикасын талдау сияқты сандық және сапалық әдістер үйлестіріліп қолданылды. Нәтижелер КБ-ның оқушылардың жетістік критерийлерін жақсырақ түсінуіне, өз оқуына деген жауапкершіліктің артуына және формативті кері байланыстың жақсаруына ықпал еткенін көрсетті. Бағалау рубрикалары алдын ала түсіндірілген кезде оқушылар сөйлеу және лексикалық тапсырмаларға барынша белсенді қатысты. Сонымен қатар бірқатар мәселелер анықталды. Біріншіден, оқушылардың ынтасы көбіне дескрипторларды түсінуіне (немесе түсінбеуіне) байланысты болды. Кейбір оқушылар критерийлерді шамадан тыс күрделі деп қабылдап, ауызша жауап беруді талап ететін тапсырмаларда қобалжу сезінді. Екіншіден, мұғалімдер әр тапсырмаға рубрика, дескриптор және формативті кері байланыс дайындау қажеттілігіне байланысты жұмыс көлемінің айтарлықтай артқанын атап өтті. Үшіншіден, ата-аналардың КБ жүйесі туралы хабардарлығының жеткіліксіздігі балалардың оқу жетістіктерін дұрыс түсінбеуге әкелді.

Жалпы алғанда, зерттеу критериалды бағалауды тиімді енгізу үшін мұғалімдерге тұрақты әдістемелік қолдау көрсетудің, оқушыларға жетістік критерийлерін айқын әрі жүйелі түсіндірудің, сондай-ақ ата-аналардың қатысуын арттырудың маңызды екенін көрсетеді. Бұл нәтижелер бағалау сауаттылығын арттыруға және критериалды бағалау жүйесінің ағылшын тілін оқытудағы үлгерімі мен ынтасын шынымен арттыруына ықпал етуге бағытталған ғылыми талқылауларға үлес қосады.

**Тірек сөздер:** критериялық бағалау; мотивация; жетістік; ағылшын тілін оқыту; орта мектеп; дескрипторлар; формативті бағалау; оқу нәтижелері.

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