

DEVELOPING ASSESSMENT CRITERIA FOR INTEGRATED LESSONS

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Annotation. This article examines the process of developing assessment criteria for integrated lessons in modern education, particularly in the context of English language teaching. Integrated lessons, which combine listening, speaking, reading, and writing skills, require more complex and transparent evaluation methods compared to traditional single-skill assessment. The article analyzes key principles of designing effective assessment criteria, including clarity, relevance, balance, measurability, and flexibility. It also explores the importance of formative and learner-centered assessment approaches that support student development. In addition, the study includes empirical observations from classroom practice, showing that integrated assessment provides a more accurate and comprehensive evaluation of learners' communicative competence. The article further discusses innovative strategies such as self-assessment, peer assessment, and portfolio-based evaluation. Overall, the research highlights that well-structured assessment criteria improve fairness, transparency, and effectiveness in teaching and learning processes.

Key words. Integrated lessons, assessment criteria, language teaching, formative assessment, communicative competence, rubric design, student-centered learning, English language teaching, evaluation methods, portfolio assessment.

Аннотация. В данной статье рассматривается процесс разработки критериев оценивания интегрированных уроков в современном образовании, особенно в контексте преподавания английского языка. Интегрированные уроки, которые объединяют навыки аудирования, говорения, чтения и письма, требуют более сложных и прозрачных методов оценки по сравнению с традиционной оценкой отдельных навыков. В статье анализируются ключевые принципы разработки эффективных критериев оценивания, включая ясность, релевантность, сбалансированность, измеримость и гибкость. Также рассматривается значение формативного и личностно-ориентированного подходов к оцениванию, которые поддерживают развитие учащихся. Кроме того,

исследование включает эмпирические наблюдения из практики преподавания, показывающие, что интегрированное оценивание обеспечивает более точную и комплексную оценку коммуникативной компетенции учащихся. В статье также обсуждаются инновационные стратегии, такие как самооценивание, взаимооценивание и портфолио-оценивание. В целом, исследование подчеркивает, что хорошо структурированные критерии оценивания повышают справедливость, прозрачность и эффективность процессов преподавания и обучения.

Ключевые слова. Интегрированные уроки, критерии оценивания, преподавание языков, формативное оценивание, коммуникативная компетенция, разработка рубрик, лично-ориентированное обучение, преподавание английского языка, методы оценки, портфолио-оценивание.

Annotatsiya. Ushbu maqola zamonaviy ta'limda, ayniqsa ingliz tilini o'qitish kontekstida, integratsiyalashgan darslar uchun baholash mezonlarini ishlab chiqish jarayonini o'rganadi. Tinglash, gapirish, o'qish va yozish ko'nikmalarini birlashtiruvchi integratsiyalashgan darslar an'anaviy alohida ko'nikmalarni baholashga nisbatan murakkabroq va aniqroq baholash usullarini talab qiladi. Maqolada samarali baholash mezonlarini ishlab chiqishning asosiy tamoyillari — aniqlik, moslik, muvozanat, o'lchanish va moslashuvchanlik tahlil qilinadi. Shuningdek, o'quvchilar rivojlanishini qo'llab-quvvatlovchi formativ va o'quvchiga yo'naltirilgan baholash yondashuvlarining ahamiyati ko'rib chiqiladi. Bundan tashqari, tadqiqot dars jarayonidagi empirik kuzatuvlarga asoslanib, integratsiyalashgan baholash o'quvchilarning kommunikativ kompetensiyasini yanada aniq va to'liq baholash imkonini berishini ko'rsatadi. Maqolada o'z-o'zini baholash, o'zaro baholash va portfel asosidagi baholash kabi innovatsion strategiyalar ham muhokama qilinadi. Umuman olganda, tadqiqot yaxshi tuzilgan baholash mezonlari o'qitish va o'rganish jarayonlarida adolat, shaffoflik va samaradorlikni oshirishini ta'kidlaydi.

Kalit so'zlar. Integratsiyalashgan darslar, baholash mezonlari, til o'qitish, formativ baholash, kommunikativ kompetensiya, rubrika tuzish, o'quvchiga yo'naltirilgan ta'lim, ingliz tilini o'qitish, baholash usullari, portfel asosidagi baholash.

In today's rapidly transforming educational environment, I observe that teaching is no longer confined to isolated skills or separate subject areas. Instead, it emphasizes integrated lessons that combine speaking, listening, reading, and writing into a unified learning process, especially in English language teaching. This approach reflects real-life communication, in which individuals naturally use



multiple skills simultaneously rather than independently. Such an approach is strongly supported by modern pedagogical theories that highlight the importance of interaction, context, and meaningful learning¹.

However, despite these methodological advancements, a major challenge arises in the field of assessment. Traditional evaluation methods are often limited to single-skill measurement and therefore fail to capture the complexity of integrated performance. This may result in inaccurate grading, reduced learner motivation, and a gap between teaching objectives and assessment outcomes. Consequently, the development of clear, structured, and comprehensive assessment criteria becomes a crucial requirement in modern education systems². Therefore, the aim of this article is to explore how assessment criteria for integrated lessons can be effectively designed, to provide practical and empirically supported examples, and to introduce innovative approaches that enhance both the reliability and validity of assessment practices.

Integrated lessons can be defined as pedagogical units in which multiple language skills or interdisciplinary elements are taught together in a coherent and meaningful way. In my view, this approach significantly improves the authenticity of the learning process because students are actively engaged in communication, interpretation, and production. For example, a typical integrated lesson may involve listening to a narrative, analyzing its content, discussing ideas collaboratively, and producing a written response. According to Jack C. Richards, language learning becomes more effective when skills are integrated because communication is a holistic process³.

In addition to linguistic development, integrated lessons also contribute to cognitive growth by encouraging learners to think critically, solve problems, and connect knowledge across disciplines. Based on my own classroom observations, students who participate in integrated activities demonstrate higher engagement and improved confidence in communication. Assessment criteria play a crucial role in integrated lessons because they provide a structured framework for evaluating complex learning outcomes. Without clearly defined criteria, assessment may become subjective and inconsistent. On the other hand, well-designed criteria ensure fairness, transparency, and reliability. As Penny Ur

¹ Jeremy Harmer (2007). *How to Teach English*. Harlow: Pearson Education Limited, pp. 265–270.

² H. Douglas Brown (2004). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education, pp. 45–52, 140–145.

³ Jack C. Richards (2008). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge University Press, pp. 19–25.

states, explicit assessment standards help both teachers and students understand expectations and improve learning outcomes⁴.

When developing assessment criteria, several important principles should be considered. First, clarity is essential, meaning that criteria should be simple and understandable. Second, relevance requires alignment with lesson objectives. Third, balance ensures that all skills are assessed equally. Fourth, measurability allows teachers to evaluate observable performance such as fluency, accuracy, and comprehension. Finally, flexibility, as an innovative element, allows adaptation to students' individual needs and abilities⁵. From an empirical perspective, I conducted a small-scale observation comparing traditional and integrated assessment methods. The results showed that students assessed through integrated tasks demonstrated higher engagement and better overall performance. For instance, one student who struggled with written tests performed well in speaking and listening activities. This proves that integrated assessment provides a more comprehensive evaluation of student abilities⁶.

Table 1. Sample assessment criteria for an integrated lesson

Skill	Criteria	Indicators	Score (1-5)
Listening	Comprehension	Understands main ideas and details	1 2 3 4 5
Speaking	Fluency	Speaks smoothly with minimal pauses	1 2 3 4 5
Speaking	Interaction	Participates actively in discussion	1 2 3 4 5
Writing	Organization	Ideas are logically structured	1 2 3 4 5
Writing	Accuracy	Uses correct grammar and vocabulary	1 2 3 4 5

⁴ Penny Ur (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press, pp. 134–140.

⁵ Jim Scrivener (2011). *Learning Teaching: The Essential Guide to English Language Teaching*. Oxford: Macmillan Education, pp. 295–300.

⁶ Lynne Cameron (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press, pp. 210–215.



Despite its advantages, integrated assessment presents several challenges. These include the time required for evaluation, difficulty in assessing multiple skills, and possible confusion among students. However, these challenges can be minimized through careful planning, clear instructions, and the use of rubrics. Based on my analysis, I recommend several strategies. Teachers should use simple rubrics, explain criteria before tasks, provide constructive feedback, and include peer and self-assessment. Moreover, digital tools and portfolio-based assessment can be used as innovative methods to track student progress over time. This approach is also supported by current educational reforms in Uzbekistan⁷.

In conclusion, I believe that developing effective assessment criteria for integrated lessons is essential in modern education. Integrated lessons promote the development of multiple skills and reflect real-life communication. However, their effectiveness depends on proper assessment. Clear, balanced, and measurable criteria ensure fair evaluation and help students understand their progress. Furthermore, innovative approaches such as flexible criteria, self-assessment, and portfolio assessment enhance the overall quality of education. From both theoretical and empirical perspectives, integrated assessment provides a more accurate and meaningful representation of student abilities. Therefore, teachers should carefully design and implement appropriate assessment criteria in their teaching practice.

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