

PORTFOLIO AS A MEANS OF CUMULATIVE EVALUATION

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Abstract. In connection with the introduction of the new Federal State Educational Standard (FSES), new requirements for the content of the school education system and, as a result, for the results of mastering the basic educational program appear. Assessment is still formal, performs only the function of external control of the mastery of subject knowledge, skills and abilities of students by the teacher, does not contribute to the formation of self-esteem, self-control of students. At the same time, as the FSES involves monitoring and evaluating not only subject knowledge, but also meta – subject relationships at all stages of the educational process, the purpose of this article is to present the results of the study of the introduction of the portfolio as a means of cumulative assessment in high school.

Keywords: assessment, evaluation, cumulative assessment, portfolio.

Nowadays, the assessment performs the function of controlling subject knowledge, skills and abilities, which does not contribute to the formation of a child's self-esteem and self-control of educational achievements. At the same time, the Federal State Educational Standard assumes the control and evaluation of not only subject knowledge, but also meta-subject connections at all stages of the educational process. In addition, the teacher should strive to improve the objectivity of the assessment, combine traditional and innovative means of control [1]. The analysis of the current state of education shows that there is a contradiction between the need to prepare students for life in conditions of a different type of socio-cultural development and the system of relations, in particular, the system of evaluating learning outcomes. A new type of development involves changing the type of culture and thinking of people, interaction on the principles of humanism and new relationships [2].

The relevance of the study is due to the globalization of the modern world, new requirements for the content of school education and the results of the development of the basic school curriculum. The assessment system is still based on subject-object relations, which does not allow developing students' independence and responsibility, internal motivation of activities and teaching.

According to the definition of B. G. Ananyev, assessment is a process or activity associated with the teacher's assessment of the intellectual, mnemonic, perceptual and motor activity of a student. K. V. Bugaev in his article on academic performance systems noted that the existing world experience regarding assessment scales is very diverse. A. P. Ivanov, A.V. Morozova note that currently many scales of knowledge assessment are used-this adds uncertainty. Pedagogical practice has come to the conclusion that the existing systems of assessment scales for schoolchildren are not quite perfect. The need to modernize the control and evaluation system has been long overdue, which is

well understood by the Russian pedagogical community." One of the modern assessment tools is the portfolio [1].

The portfolio is:

1) the "achievements folder", aimed at increasing the student's own importance, and reflecting his success.

2) systematic and specially organized collection of works used by the teacher and students to monitor the knowledge, skills and attitudes of students [3].

A portfolio is a way of accumulating and evaluating a student's individual achievements in a particular academic period. This assessment tool is a student's report that allows you to see a holistic image of educational results, identify the student's learning, creative and communicative abilities, as well as predict individual progress and the ability to apply the acquired knowledge, skills and abilities. To characterize the child's personality, his portfolio may include:

- * a selection of children's works that demonstrates increasing success, the volume and depth of knowledge, the achievement of higher levels of reasoning, creativity, reflection;

- * folder "Written works in the Russian language»;

- reader's diary;

- * mini-studies and projects;

- * assessment sheets and report cards;

- * materials of the final test and the results of the final work;

- * certificates, commendations, certificates and diplomas that characterize the extracurricular activities of the student, etc. [4].

The portfolio is designed to systematize the accumulated experience and knowledge, to better define the directions of their development, to facilitate assistance or advice from teachers or more qualified specialists in this field, as well as to make a more objective assessment of their level of knowledge.

The following portfolio functions are distinguished:

- diagnostic (records changes and growth of students ' knowledge over a certain period of time);

- goal setting (supports learning goals);

- motivational (encourages the results of the child's activities);

- informative (reveals the full range of student achievements);

- developing (ensures the continuity of the development and learning process from year to year);

- rating (shows the range of skills and abilities) [3].

We conducted a study and found out the attitude of students to the rating system, the study was conducted on the basis of the MKOU Secondary School No. 1. Ostrogozhsk, Voronezh region. The total number of subjects was 30 people.

To determine the portfolio as a means of cumulative assessment, we used the questionnaire "The impact of assessment tools on the quality of education".

The first question that we will consider is the percentage of students for whom the portfolio is an

important assessment of their knowledge. The survey results are shown in Figure 1.

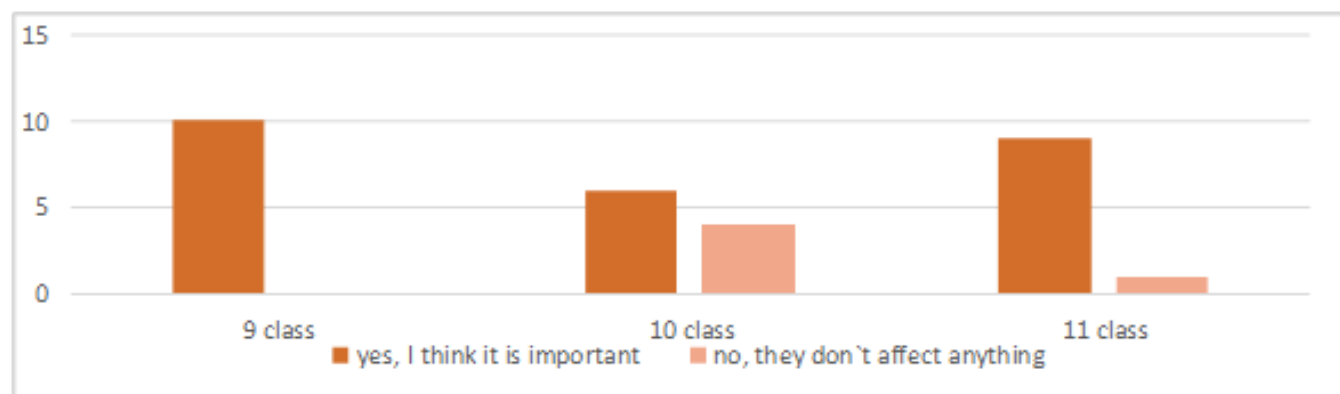


Figure 1. Results

Thus, 100% of students from the 9th grade have a portfolio. 60% of students of the 10th grade have certificates, commendations, diplomas and certificates that characterize their educational activities, and 40% believe that this type of assessment does not affect the quality of education. Students of the 11th grade are 90% convinced that such a means of evaluating their academic achievements will not affect the quality of their knowledge.

Having studied modern assessment tools, we found out that the components of certificates and commendations that characterize the student's educational and creative personality cannot reflect the full picture of the work that the student does to fill out his portfolio.

It is impossible to accurately determine the skills, abilities, and level of intellectual development from certificates. Thus, the diagram in Figure 2 reflects the opinion of the students of the 9th, 10th and 11th grade on this issue.

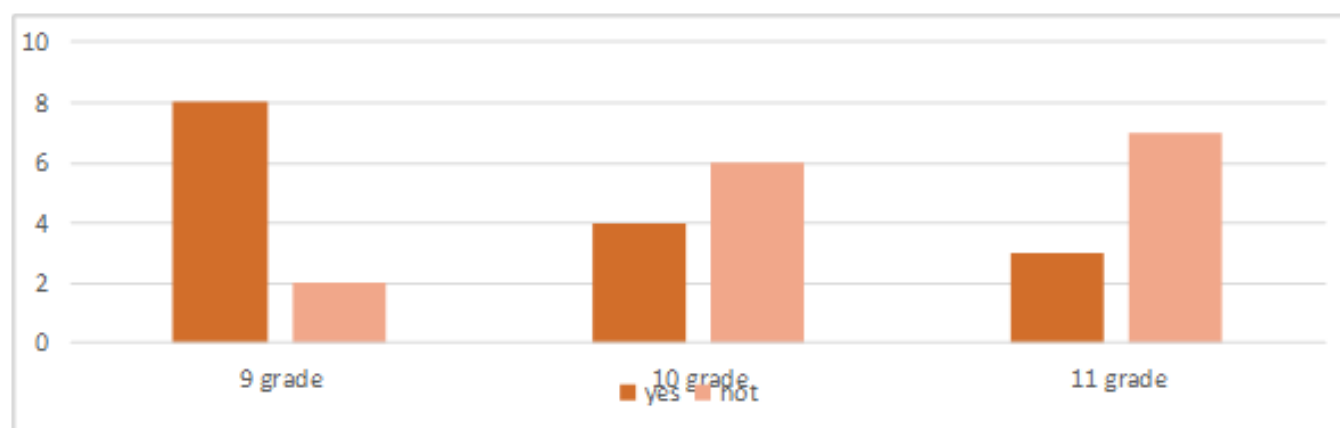


Figure 2. Diagram

80% of 9th grade students believe that a portfolio can fully reflect the holistic image of a student. 20% are convinced otherwise. High school students are proponents of the view that the portfolio does not sufficiently reveal the identity of the student. In the 10th grade, 60% are convinced of this, and in the 11th grade - 70%.

The next question that we considered is what components are included in the portfolio of students of the 11th grade. The analysis of the results is shown in the diagram (Fig. 3).

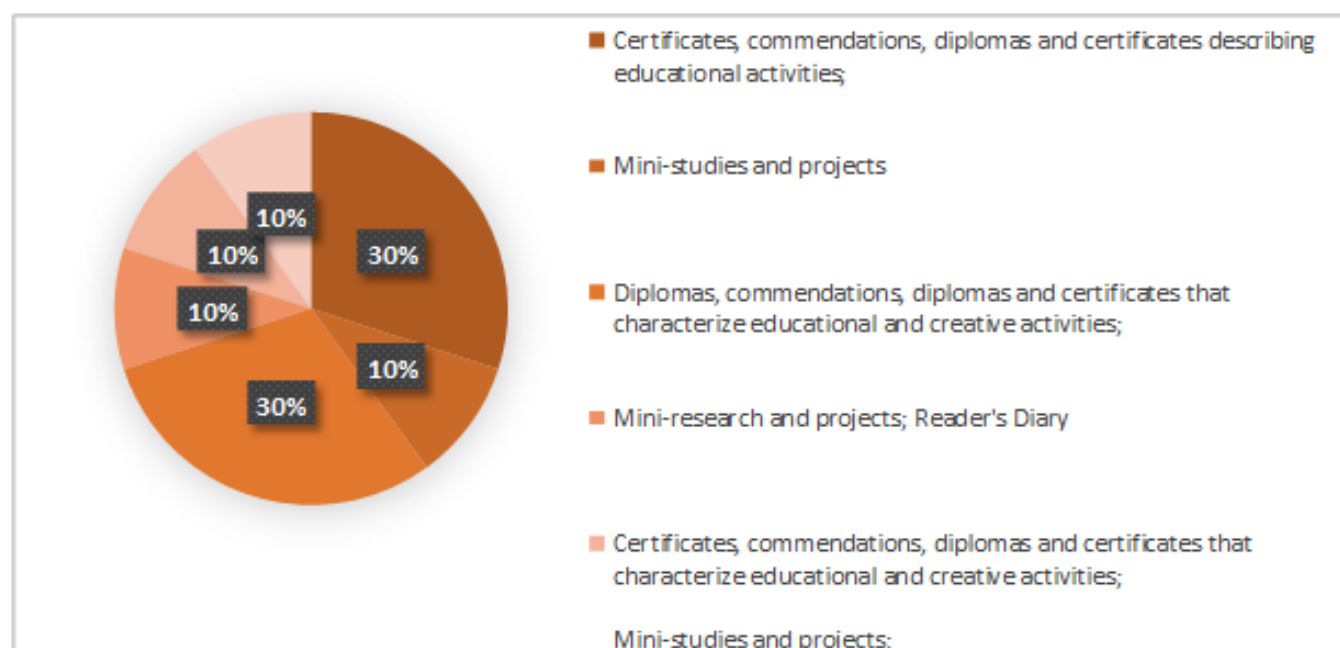


Figure 3. Analysis of the results

According to the survey, 30% of students in the 11th grade are sure that the assessment of their education is diplomas and diplomas, and 30% are convinced that the portfolio should include more diplomas and diplomas that characterize the creative activity of the student. 10% have mini-studies and a reader's diary in their portfolio. 10% are satisfied with only mini-research and projects. 10% have in their "achievements folder" certificates of appreciation and appreciation for success in training, research and projects, as well as certificates of appreciation for the creative activity of the student.

To summarize our research, we can say that the portfolio is one of the most acceptable means of evaluation. This type of assessment of learning outcomes should not be the main one, but it should be present as one of the assessment tools.

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