

INDICATORS FOR DEVELOPING ASSESSMENT COMPETENCIES IN FUTURE PRIMARY SCHOOL TEACHERS

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Abstract: This article discusses the indicators for developing assessment competencies in future primary school teachers. In modern primary education, assessment is not limited to measuring pupils' academic achievements; it also serves as an important pedagogical tool for identifying individual learning needs, supporting pupils' personal development, improving teaching strategies, and ensuring the quality of education. Therefore, future primary school teachers should possess not only theoretical knowledge about assessment, but also practical skills in designing assessment criteria, applying formative and summative assessment methods, analyzing learning outcomes, providing constructive feedback, and using assessment results to improve the educational process. The article analyzes the content of assessment competence, its structural components, and the main indicators that determine the level of its development in future teachers. Special attention is paid to diagnostic, methodological, analytical, communicative, reflective, ethical, and digital indicators of assessment competence. The development of these indicators contributes to the formation of professionally competent, fair, reflective, and student-centered primary school teachers.

Keywords: assessment competence, future primary school teacher, primary education, assessment indicators, formative assessment, summative assessment, diagnostic assessment, feedback, pedagogical diagnostics, reflective competence, teacher education.

In the modern education system, the professional activity of a teacher is no longer limited to explaining educational material or transmitting knowledge to pupils. Today, teachers are expected to organize the learning process effectively, observe pupils' individual progress, identify learning difficulties, evaluate educational outcomes objectively, and provide timely pedagogical support. These requirements are especially important in primary education, because this stage forms the foundation for pupils' further academic, social, and personal development.

Assessment in primary education has a special pedagogical significance. For a young learner, assessment is not merely a mark or numerical result. It is often perceived as the teacher's attitude toward the pupil's abilities, efforts, and personal value. Therefore, assessment can either strengthen pupils' self-confidence and motivation or, conversely, cause anxiety, fear of mistakes, and loss of interest in learning. For this reason, future primary school teachers must be trained to use assessment in a fair, objective, transparent, and developmental manner.

The development of assessment competencies in future primary school teachers requires the identification of clear indicators. These indicators help determine how well a future teacher is prepared to assess pupils' knowledge, skills, competencies, progress, and individual learning needs. They also make it possible to evaluate the effectiveness of teacher education programs and improve the methodological training of future teachers.

Assessment competence is an integral component of a teacher's professional competence. It refers to the teacher's ability to plan, organize, conduct, analyze, and improve assessment activities in accordance with educational goals, pupils' age characteristics, learning outcomes, and pedagogical principles.

In primary education, assessment competence includes several interconnected abilities. A future teacher should be able to determine what needs to be assessed, select appropriate assessment methods, develop clear criteria, observe pupils' progress, analyze results, identify learning difficulties, provide constructive feedback, and use assessment data to improve teaching. Thus, assessment competence is not limited to checking pupils' answers. It involves a complex system of diagnostic, methodological, analytical, communicative, reflective, ethical, and digital skills.

The main purpose of assessment competence is to ensure that assessment becomes a tool for learning and development. A competent teacher does not use assessment only to judge pupils' mistakes, but to help them understand their achievements, identify areas for improvement, and develop self-assessment skills. This approach is particularly important in primary education, where pupils are still developing their learning habits, emotional stability, self-confidence, and motivation.

The need to develop assessment competencies in future primary school teachers is determined by several pedagogical and social factors. First, modern society requires schools to educate independent, creative, responsible, and competent individuals. This goal cannot be achieved if assessment focuses only on memorized knowledge. Teachers should be able to assess pupils' thinking, understanding, practical application, communication, creativity, and problem-solving skills.

Second, primary school pupils have specific psychological and developmental characteristics. They are emotionally sensitive, strongly influenced by the teacher's opinion, and often associate assessment with personal success or failure. Therefore, the teacher's assessment must be pedagogically correct, supportive, and development-oriented. Future teachers need special preparation to assess young learners without damaging their motivation and self-esteem.

Third, the modern educational process is increasingly based on formative assessment, criterion-based assessment, differentiated instruction, and individual learning trajectories. These approaches require teachers to possess advanced assessment literacy. A future primary school teacher must know how to design assessment criteria, use rubrics, analyze learning outcomes, and provide feedback that helps pupils improve.

Fourth, digitalization of education has changed the nature of assessment. Electronic tests, online platforms, digital portfolios, interactive tasks, and automated monitoring tools are now widely used in educational practice. Therefore, future teachers must also develop digital assessment competence and learn how to use technology for pedagogical diagnostics and feedback.

The development of assessment competence in future primary school teachers can be determined through a system of indicators. These indicators reflect the level of theoretical knowledge, practical skills, analytical thinking, communication culture, ethical responsibility, and professional reflection of future teachers.

One of the first indicators is the **diagnostic indicator**. It reflects the future teacher's ability to identify pupils' level of knowledge, skills, learning difficulties, individual needs, and developmental dynamics. A future primary school teacher should be able to observe pupils' activities, analyze their mistakes, determine the causes of learning difficulties, and plan appropriate pedagogical support. The diagnostic indicator is important because effective assessment begins with understanding the learner's current level and educational needs.

The second important indicator is the **methodological indicator**. It shows the future teacher's ability to select and apply assessment methods, forms, criteria, and tools that correspond to the objectives of the lesson. This indicator includes the ability to design assessment tasks, develop rubrics, prepare oral and written questions, create practical assignments, and use formative and summative assessment methods. In primary education, assessment tools must be age-appropriate, clear, understandable, and connected with learning objectives.

The **analytical indicator** reflects the ability to interpret assessment results correctly. A future teacher should not simply record pupils' marks, but should analyze what these results mean for the learning process. If many pupils make the same mistake, the teacher should understand that the problem may be connected not only with pupils' knowledge, but also with the method of explanation, the complexity of the task, or the lack of practice. Therefore, the analytical indicator is closely connected with the teacher's ability to improve instruction on the basis of assessment data.

The **communicative indicator** is also essential. It reflects the ability of a future teacher to explain assessment results to pupils, parents, and colleagues in a clear, respectful, and constructive way. In primary education, feedback should be understandable, supportive, and motivating. A competent future teacher should be able to tell the pupil what was done well, what needs improvement, and how to improve it. This type of feedback helps pupils develop confidence and responsibility for their own learning.

The **reflective indicator** refers to the future teacher's ability to analyze his or her own assessment activity. A reflective teacher asks whether the assessment criteria were clear, whether the selected methods were appropriate, whether the feedback was useful, and whether the assessment results were used to improve the next lesson. Reflection helps future teachers avoid subjectivity and continuously improve their professional practice.

The **ethical indicator** represents fairness, objectivity, transparency, and pedagogical responsibility in assessment. Future primary school teachers must understand that assessment has a strong psychological impact on young learners. Therefore, they should avoid subjective judgment, comparison between pupils, humiliation, or unfair treatment. Ethical assessment is based on clear criteria, respect for the pupil's personality, and support for individual progress.

The **digital indicator** reflects the ability to use modern digital tools for assessment purposes. Future teachers should be able to create electronic tests, use online platforms, organize digital portfolios, analyze electronic results, and provide feedback through digital tools. However, digital assessment should not be used only for technical convenience. It must serve pedagogical goals, support pupils' learning, and help teachers make informed decisions.

The development of assessment competence in future primary school teachers may be described through several levels. At the low level, the student has limited knowledge about assessment and mainly understands it as a process of giving marks. Such a future teacher may have difficulties in developing criteria, analyzing results, and providing constructive feedback.

At the medium level, the future teacher understands the main types and functions of assessment, can use basic assessment tools, and is able to identify some learning difficulties. However, the use of assessment results for improving teaching may still be insufficient. Feedback may be general rather than specific and developmental.

At the high level, the future teacher demonstrates a systematic understanding of assessment. He or she can design criteria, apply formative and summative assessment methods, analyze pupils' results, provide constructive feedback, use digital tools, and reflect on personal assessment practices. At this level, assessment becomes an effective mechanism for supporting pupils' development and improving the quality of teaching.

The development of assessment competence indicators requires special pedagogical conditions in teacher education. First, theoretical knowledge about assessment should be integrated with practical training. Students should not only study the concepts of assessment, but also learn how to develop assessment tasks, criteria, rubrics, feedback forms, and diagnostic materials.

Second, practical assignments should be widely used in the educational process. Future teachers should analyze pupils' written works, evaluate oral answers, identify mistakes, develop

correction tasks, and design formative assessment strategies. Such activities help students acquire real assessment skills.

Third, pedagogical situations and case studies should be included in teacher training. For example, students may be asked to analyze situations where a pupil gives a partially correct answer, makes repeated mistakes, or shows progress despite low results. Such tasks develop diagnostic thinking, ethical sensitivity, and methodological decision-making.

Fourth, pedagogical practice should be organized in a way that allows students to participate in real assessment activities. During school practice, future teachers should observe assessment processes, create criteria, assess pupils' work, provide feedback, and analyze the effectiveness of their assessment methods.

Fifth, digital tools should be actively introduced into the process of developing assessment competence. Students should learn to use electronic tests, online quizzes, digital portfolios, and educational platforms for monitoring pupils' progress and organizing feedback.

The development of assessment competence indicators in future primary school teachers is closely connected with the improvement of teacher education quality. Assessment is not an isolated professional skill; it is related to lesson planning, teaching methods, classroom communication, individualization of instruction, and educational diagnostics. Therefore, assessment competence should be developed systematically throughout the entire process of teacher training.

The indicators analyzed in this article show that assessment competence is a multidimensional professional quality. A future primary school teacher should be able to diagnose pupils' needs, select suitable assessment tools, analyze results, communicate feedback, act ethically, reflect on personal practice, and use digital technologies. If these indicators are developed effectively, future teachers will be able to organize assessment as a means of learning, not merely as a means of control.

This is especially important in primary education, where assessment directly influences pupils' emotional well-being, motivation, self-confidence, and attitude toward school. A competent teacher can transform assessment into a positive developmental experience. Such assessment helps pupils understand their progress, recognize their mistakes, and believe in their ability to improve.

In conclusion, the development of assessment competencies in future primary school teachers is an important requirement of modern teacher education. Assessment competence enables future teachers to evaluate pupils' learning achievements objectively, identify individual learning needs, provide constructive feedback, and improve the educational process on the basis of assessment results.

The main indicators of assessment competence include diagnostic, methodological, analytical, communicative, reflective, ethical, and digital indicators. Each of these indicators plays an important role in preparing future primary school teachers for professional activity. Their systematic development contributes to the formation of teachers who are fair, competent, reflective, student-centered, and capable of supporting pupils' individual progress.

Thus, the development of assessment competence indicators should be considered a necessary condition for improving the quality of primary education. Future primary school teachers who possess these competencies will be able to organize assessment not as a punitive or purely controlling process, but as a pedagogical mechanism for learning, development, motivation, and educational success.

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