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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

# M

# AKTABGACHA VA AKTAB TA'LIMI

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# PRINCIPLES OF MULTILEVEL ASSESSMENT IN SPEAKING

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**Abstract:** The principles of multilevel assessment in speaking skills within foreign language education are explored. The study focuses on assessing learners with different language proficiency levels through communicative, criterion-based, and formative assessment approaches. The effectiveness of multilevel assessment in improving learners' speaking fluency, accuracy, interaction, and confidence is analyzed. The findings indicate that differentiated speaking assessment enhances learners' communicative competence and provides teachers with more objective evaluation opportunities.

**Key words:** multilevel assessment, speaking skills, communicative competence, formative assessment, language proficiency, criterion-based assessment.

**Annotatsiya:** Chet tilini o'qitishda gapirish ko'nikmalarini ko'p darajali baholash tamoyillari tahlil qilinadi. Tadqiqot turli til bilish darajasiga ega o'quvchilarni kommunikativ, mezon asosidagi va formatif baholash yondashuvlari orqali baholashga qaratilgan. Tadqiqot natijalari ko'p darajali baholash o'quvchilarning ravonligi, aniqligi, muloqotga kirishish qobiliyati hamda ishonchini rivojlantirishini ko'rsatdi. Shuningdek, mazkur yondashuv o'qituvchilarga yanada obyektiv baholash imkoniyatini yaratadi.

**Kalit so'zlar:** ko'p darajali baholash, gapirish ko'nikmasi, kommunikativ kompetensiya, formatif baholash, til bilish darajasi, mezon asosidagi baholash.

**Аннотация:** Рассматриваются принципы многоуровневого оценивания навыков говорения в обучении иностранным языкам. Исследование направлено на оценивание обучающихся с различным уровнем языковой подготовки посредством коммуникативного, критериального и формативного подходов. Результаты исследования показывают, что многоуровневое оценивание способствует развитию беглости речи, точности, коммуникативной активности и уверенности обучающихся. Кроме того, данный подход обеспечивает преподавателям возможность более объективного оценивания.

**Ключевые слова:** многоуровневое оценивание, навыки говорения, коммуникативная компетенция, формативное оценивание, уровень владения языком, критериальное оценивание.

## INTRODUCTION

In modern foreign language education, speaking skills play a central role in developing communicative competence <sup>[1]</sup>. Learners are expected not only to understand grammatical structures and vocabulary but also to use language effectively in real-life communication <sup>[7]</sup>. However, assessing speaking skills remains one of the most challenging aspects of language teaching because learners often demonstrate different levels of proficiency, confidence, fluency, and interaction abilities <sup>[6]</sup>.

Traditional speaking assessment methods usually apply identical criteria to all learners regardless of their language level. Such approaches may not accurately reflect students' real communicative abilities and can negatively affect learner motivation <sup>[3]</sup>. Therefore, multilevel assessment has become increasingly important in contemporary language education. This approach allows teachers to evaluate learners according to their proficiency levels and individual progress <sup>[8]</sup>.

Multilevel assessment in speaking is based on several important principles, including differentiation, communicative orientation, fairness, reliability, validity, and formative feedback <sup>[5]</sup>. These principles help create a learner-centered assessment environment where students are encouraged to develop their speaking abilities progressively.

The purpose of this study is to investigate the principles of multilevel assessment in speaking and analyze their effectiveness in improving students' oral communication skills in English language classrooms.

## LITERATURE REVIEW

The concept of communicative language assessment emerged from the development of communicative language teaching during the 1970s and 1980s. According to Michael Canale and Merrill Swain, communicative competence includes grammatical, sociolinguistic, discourse, and strategic competencies [4]. Therefore, speaking assessment should evaluate not only linguistic accuracy but also learners' ability to communicate meaningfully [7].

Lyle Bachman emphasized that language assessment must demonstrate reliability and validity [1]. Reliable assessment ensures consistency of scores, while validity guarantees that the assessment measures actual speaking ability. In multilevel assessment, these principles are especially important because students perform tasks at different proficiency levels [9].

Research conducted by Jack C. Richards highlights the significance of differentiated instruction and assessment in language learning [7]. Differentiated speaking tasks allow learners to demonstrate their abilities according to their language proficiency levels. For example, beginner learners may complete simple descriptive tasks, while advanced learners engage in debates, presentations, or problem-solving discussions [8].

Formative assessment also plays a crucial role in multilevel speaking evaluation. According to Paul Black and Dylan Wiliam, formative assessment improves learning by providing continuous feedback and encouraging learner autonomy [2]. Through peer assessment, self-assessment, and teacher feedback, students become more aware of their strengths and weaknesses in speaking [10].

Recent studies show that rubric-based assessment can improve transparency and fairness in speaking evaluation [3]. Analytic rubrics that assess fluency, pronunciation, vocabulary, grammar, and interaction separately help teachers provide more objective scores and constructive feedback [6].

## RESEARCH METHODOLOGY

This study employed a qualitative and quantitative mixed-method research design. The research was conducted in an English language learning environment involving 60 university students studying English as a foreign language.

The participants were divided into three proficiency levels: beginner, intermediate, and advanced. Different speaking tasks were designed according to students' language levels [7]. Beginner students completed simple personal introduction and picture-description tasks. Intermediate learners participated in role-plays and short discussions, while advanced students performed presentations and argumentative speaking activities [8].

The assessment criteria included the following components:

1. Fluency
2. Pronunciation
3. Grammatical accuracy
4. Vocabulary usage
5. Interaction skills
6. Communicative effectiveness

Data were collected through classroom observations, speaking performance scores, teacher evaluations, and student feedback questionnaires. Analytic rubrics were used to ensure consistency and objectivity during the assessment process [6].

The collected data were analyzed statistically and descriptively to identify the effectiveness of multilevel speaking assessment.

## ANALYSIS AND RESULTS

The findings of the study demonstrated that multilevel assessment positively influenced students' speaking performance and motivation [2]. Students showed greater participation and confidence when speaking tasks matched their proficiency levels [7].

Beginner learners demonstrated improvement in basic fluency and vocabulary usage because they were assessed through achievable communicative tasks. Intermediate learners developed interaction skills and grammatical accuracy through pair and group discussions. Advanced learners improved critical thinking and spontaneous speaking abilities during debates and presentations [8].



The study also revealed that rubric-based multilevel assessment increased fairness and transparency in evaluation <sup>[3]</sup>. Most students reported that they clearly understood the assessment criteria and expectations. Teachers noted that differentiated assessment reduced learner anxiety and encouraged more active classroom participation.

Furthermore, formative feedback played a significant role in students' progress <sup>[10]</sup>. Continuous teacher comments and peer feedback helped learners identify specific areas for improvement. Students became more motivated to practice speaking regularly because assessment focused not only on mistakes but also on communicative success <sup>[2]</sup>.

The analysis indicated that multilevel assessment creates a supportive learning environment where learners with different abilities can develop speaking competence effectively.

## CONCLUSION AND SUGGESTIONS

In conclusion, multilevel assessment in speaking is an effective approach for evaluating learners with different language proficiency levels <sup>[1]</sup>. The principles of differentiation, communicative orientation, fairness, reliability, validity, and formative feedback contribute significantly to the development of speaking skills <sup>[5]</sup>.

The study confirms that multilevel speaking assessment improves learner motivation, communicative competence, and classroom participation <sup>[7]</sup>. It also provides teachers with more flexible and objective evaluation methods.

Therefore, English language teachers should integrate differentiated speaking tasks, analytic rubrics, and formative assessment strategies into their classroom practice <sup>[6]</sup>. Future research may further investigate the impact of digital technologies and artificial intelligence tools on multilevel speaking assessment in foreign language education.

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- 13.00.00 Pedagogika fanlari
  - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
  - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
  - 13.00.03 Maxsus pedagogika
  - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
  - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
  - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
  - 13.00.07 Ta'limda menejment
  - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
  - 13.00.09 Ijtimoiy pedagogika
  - 07.00.00 Tarix fanlari
  - 19.00.00 Psixologiya fanlari
  - 01.00.00 Fizika-matematika fanlari
  - 02.00.00 Kimyo fanlari
  - 03.00.00 Biologiya fanlari
  - 09.00.00 Falsafa fanlari
  - 10.00.00 Filologiya fanlari
  - 11.00.00 Geografiya fanlari



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