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FORMS OF ASSESSMENT OF STUDENTS' ABILITIES AND QUALITIES IN VIETNAMESE SUBJECTS

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ABSTRACT

The article is based on Circulars, Regulations, General Training Program 2018 on the Vietnamese's objectives, content, and requirements in primary schools to present and clarify two forms of assessment of students' abilities and qualities in Vietnamese including regular assessment and periodic assessment. From the analysis and affirmation: to confirm the progress of students, it is necessary to use the form of process assessment, also known as regular assessment. To confirm the student's learning results after a period, it is necessary to use a form of summative assessment, also known as periodical assessment. Through the assessment process, it helps teachers to assess the quality and assess the general capacity in Vietnamese integrated into the assessment of language ability, that is, to assess what students can do to solve the tasks in reading, writing, speaking, and listening.

KEYWORDS: Assessment, ability, quality, student, Vietnamese.

1. INTRODUCTION

Training according to the goal of developing learners' abilities has become an inevitable and universal trend in the education of most countries around the world. Assessment of learner's abilities focus on assessing what learners can do and solve tasks rather than knowing what.

Vietnamese is a subject in the field of language and literature education. This is a subject that is instrumental and aesthetic - humanistic in order to help students have a means of communication, as a basis for learning all other subjects and educational activities in the school; at the same time is an important tool to educate students to have a healthy, altruistic lifestyle, ... as well as beautiful values of culture, literature, and national language. [1], [2]

The quality assessment and general ability assessment in Vietnamese are integrated into the assessment of language ability, that is, assessing what students can do to solve tasks in reading, writing, speaking and listening [3], [4]. Assessment of ability in general and assessment of language ability in particular focus on two objectives as following:

- Assessment the progress of each student in the learning process to give feedback and influence on students, teachers take measures to improve the level of achievement of students' ability requirements.
- Assessment results (about student's ability) after a learning period.

Within the scope of the article, we in turn clarify the forms of regular assessment and periodic assessment in turn to point out the strengths and weaknesses of these forms in evaluation.

2. LITERATURE REVIEW

2.1. Objectives, content and requirements for the quality and ability of Vietnamese in primary education

2.1.1. Objectives of Vietnamese in primary education

In the general education program of Literature, the Ministry of Education and Training in 2018 [1] has determined the objectives of Vietnamese in primary education as following:

1. Forming and developing in students the main qualities with specific expressions: love for nature, family, homeland; conscious of the roots; love beauty, goodness and have healthy emotions; interested in learning, eager to work; honest, straightforward in study and life; consciously carry out responsibilities towards self, family, society and the surrounding environment.
2. Initially forming in students general competencies, developing language competence in all skills of reading, writing, speaking, and listening at a basic level: reading correctly, fluently in the text; understanding the main content and information of the text; contact, comparing outside the text; correct spelling and grammar; write a number of sentences, paragraphs, short essays (mainly narrative and descriptive essays); speak clearly; understand what the speaker is saying.

Developing literary ability with the requirement to distinguish between poems and stories, knowing how to read poems and stories; recognizing the beauty of artistic words; having imagination, understanding, and being moved before the beauty and goodness of people and the surrounding world expressed in literary texts.

Thus, Vietnamese has the objectives of contributing to the development of quality, contributing to the development of general competencies, developing professional competencies (language ability, literary ability) mentioned in the overall general education program.

2.1.2. Contents of Vietnamese in primary education

a) Language skills

- Reading skills include: reading techniques (reading aloud, reading silently, reading expressively); reading comprehension of literary texts, reading comprehension of informational texts (understanding content, understanding modes of expression, comparative relationships outside the text, extended reading)

- Writing skills include: Writing techniques (lowercase and uppercase letters; correct words; spelling); Write texts (sentences, paragraphs, essays of the types of narrative, narrative, expository, description).
- Speaking and listening skills include: Speaking and presenting (answering questions, expressing opinions, presenting, telling stories); Listening (listening to understand, asking questions when listening); Speaking – listening interactively (listening and responding to speakers, respecting different opinions in discussion and debate).

b) Knowledge: language, literature, corpus

- Language knowledge (Vietnamese knowledge): some basic understanding of phonetics, writing, vocabulary, grammar, communication activities and language variations (language combined with images, and figures)
- Literary knowledge: some basic understanding of phonetics, writing, vocabulary, grammar, communication activities and language variations (language combined with images, and figures)

2.1.3. Requirements for general quality and ability of Vietnamese in elementary school

The Literature contributes to the formation and development of students' main qualities and general abilities according to the levels appropriate to the subjects and grades specified in the overall program.

Qualification requirements are developed through the development of reading, writing, speaking, and listening skills on corpora with themes of patriotism, kindness, honesty and self-respect, studiousness, hardworking, a sense of responsibility towards self and society, a love for nature, and an awareness of environmental protection.

General abilities (self-study and self-control, communication and cooperation, problem-solving and creativity) are developed through the development of specific abilities, namely language ability with learning forms and learning methods such as self-study, team learning, and learning by problem-solving.

Literary ability is a specific ability in Vietnamese that is also developed through the development of language ability. [1]

Thus, the qualities, general abilities, and literary abilities are all developed through the main ability development axis, which is language ability, through learning reading, writing, speaking, and listening skills.

2.2. Regular assessment

Regular assessment is an assessment activity that takes place during the teaching activities. This activity provides information to teachers about students' learning results in each lesson so that teachers can confirm students' progress in the learning process; adjust and improve teaching and learning activities to improve the quality of these activities. Due to the goal of confirming the progress of the students, the peer-to-peer assessment in class requires the participation of students.

+ The regular has some of the following characteristics:

- The objectives of the assessment are short-term objectives:

Example: Assessing to improve reading aloud skills (reading technique) for 2nd graders.

- Assessment tasks are set out for the purpose of improving the quality of learning activities.

Example: Assessing the act of taking a breather in a long sentence in reading aloud by 2nd graders

- The announcement of assessment results to students is not only a grading but also an instruction of teachers for students to correct their learning actions to improve learning quality.

The following assessment methods and techniques are available:

- *Group of observational methods:* In this group, teachers need to use techniques to record daily events to assess the interactive listening and speaking skills of some students who are weak in interactive listening and speaking skills; *Observation sheets* to test students' reading aloud and independent speaking skills; *Checklist* to check the steps of students performing activities of writing paragraphs and essays.

- *Group of question and answer methods:* In this group, teachers need to use techniques of reinforcement questioning and answering, testing questioning and answering to assess how well students have understood the knowledge and mastered the manipulation of skill, and the system of knowledge or the system of manipulation of students' skills is still weak so that teachers can timely plan to adjust teaching activities in reading lessons, learning to write paragraphs and essays, learning knowledge about Vietnamese. In addition to the questioning technique, teachers also need to use verbal comment techniques to assess students, to inform students of what they have done, what they have not done well, and what should they do to get better results.

- *Group of methods of assessing learning records and learning products:* In this group of methods, teachers need to use checklists, observation sheets to assess the records of groups and individuals on extended reading, about writing a type of article; Teachers need to use rubric to assess students' passages and essays.

- *Group of written test methods:* In this method, teachers need to use the following techniques:

Teachers write comments on students' work in notebooks, in tests on reading comprehension, on using Vietnamese knowledge (words and sentences), and on writing paragraphs and essays.

For example, the teacher writes a comment on the story of a 4th grade student: The lesson has full 3 parts, tells enough ideas, and describes the character. It is necessary to avoid telling the character's words, so direct the character's words to make the narrative more attractive.

- *Students write comments on their classmate's work when the teacher asks students to evaluate each other.*

For example, a 3rd grader commented on his or her classmate's passage about recounting a sports game: A very good article, telling about the very good ball plays of the player Song Hung.

- *Students write their thoughts or conclusions after reading a good essay or story.*

Example 2nd graders write about what they learned after reading a short story: Na in the story is a good friend, she loves the poor very much. I will help poor people like Na.

- *Students write in the study record.*

For example, a 3rd grader writes a reading sheet and puts it in his or her personal reading record: the title of the book, the name of the author, the characters, or things they find interesting in the book.

For example, a 5th grader writes in his or her personal profile for the topic Model Citizens: the article introduces a good person in the ward/village where he/she lives.

Students do a short test on reading comprehension, word use and sentences (the test is about 30-40 minutes). In the short test, multiple choice questions are used, and the type of essay questions is limited.

- Some other regular assessment techniques: There are a number of other techniques of regular assessment that are recommended by teachers, involving all three groups of methods of observation, questioning, and writing. In Vietnamese, there are commonly used regular assessment techniques:

- **Games and contests** are easy technique to gather information about students' learning activities and at the same time, it is attractive to students and does not put pressure on students. In a game or contest, some children get high results, and some children get low results; There are winners, and there are losers. The results of the assessment through the game and the contest were too clear. Another advantage of this technique is that students can self-assess and assess each other, they can aggregate the playing results of individuals or participating teams to conclude who or which team wins.

- **Handling situations** is a technique of regular assessment used in Vietnamese. The situation is given by the teacher who then asks the students to handle it so that the teacher can assess the ability to apply the knowledge in the reading passages and the knowledge in the Vietnamese lesson to solve a communication situation in life in the classroom and where students live. For example, when reading the lesson *Two goats (hai con dê)*, the teacher gives a situation to ask grade 1 students to handle: If you are a black goat, when you see a white goat wanting to cross the bridge first, what will you do?

- **Learning orientation** is a technique that works very well in assessment to support student learning. This technique is often used when students are about to learn a new knowledge, skill, value, or component of an ability based on what they have learned previously. When using this technique, teachers need to point out the indicators and criteria needed for learning new knowledge, skills, values, or components of competence in order to direct students' attention to these indicators and standards to learn something new.

Example 1: *Before learning about compound sentences, teachers need to use a checklist to assess students' understanding of general sentences, simple sentences, and predictions about compound sentences.*

	True	False
1. Sentences used to state a thing		
2. Sentences used to state many things		
3. Sentences need subject and predicate		
4. Sentences state a thing needs a subject and predicate pair		
5. Sentences state many related things need many pairs of subject and predicate		

- ***Students' mutual assessment*** is a technique used for regular assessment in Vietnamese in case they comment on their classmate's answers, comment on their classmate's writing. Students can only do this when they know the indicators and criteria, the levels of achievement in each indicator and the criteria in each knowledge, skill, attitude, value or ability. Therefore, in order for students to evaluate each other, teachers need to provide students with indicators and criteria, completion levels of indicators and criteria in the form of suggested questions for students to assess their classmate.

Example 1: Wanting students to assess their classmate's reading aloud, the teacher might ask:

- Can you hear him or her clearly? (indication volume)
- What words do you think he or her read incorrectly? (indication of correct reading)
- Did he or she take a breath in the long sentence we just practiced reading? (indication of smooth reading)
- Did he or she read medium or slow? (speed indicator)

Example 2: Wanting students to assess the passage their classmate wrote, the teacher can ask as follows:

- Did the passage have the required number of sentences? (paragraph structure indicator)
- Did the sentences in the paragraph correctly state the point of the request? (paragraph content indicator)
- What sentences are spelled wrongly in the passage, which words are used incorrectly, and which words are misspelled? (indicators of language use)

Conduct regular classroom assessment (classroom assessment)

When teachers learn to know how to use methods, techniques, and tools used in regular assessment, teachers need to learn separately from each method, technique, and tool. However, when applying assessment methods and techniques, teachers need and should combine a number of techniques and tools in assessment activities in each lesson, and each learning topic. Because each technique and tool has its strengths and works well in assessing some topics and learning content. Here are some suggestions for using methods, techniques, and tools in regular assessment:

1/ Select the appropriate assessment method:

The contents and topics of learning at the primary school level can be divided into the following broad categories:

- Firstly: Scientific knowledge and cognitive skills. This category includes content learning about rules, procedures, concepts, reading comprehension texts, etc.
- Secondly: Operational skills. This category includes skills: reading (reading aloud, reading expressively), writing, speaking, listening, doing calculations, solving math problems, classifying objects, doing experiments, creating products, and solving problems ...
- Thirdly: Attitudes, values, and beliefs. This category includes the following contents: awareness of attitudes, values, and beliefs; demonstrating attitudes, values, and beliefs by the behavior of problem-solving learners.

The Writing Method and the Q&A method work well for evaluating the first type of content.

The Observational method, the Writing method, and the Q&A method work well for evaluating the latter type of content.

The Observation method and the Writing method work well with the assessment of the third type of content.

2/ Select techniques and tools and combine techniques and tools

Depending on the content and topic of study, depending on the selected assessment method, teachers can combine a number of regular assessment techniques to assess in the process of students learning a learning topic.

For example, assessing students' learning products is a passage that needs to use the product assessment method (with a rubric tool) combined with the teacher's comment technique.

2.3. Periodic assessment

Periodic assessment is the evaluation of student educational results after a period of study and training, in order to determine the level of completion of the student's learning and training tasks according to the requirements to achieve specific performance on the components of the assessment of each subject, educational activities prescribed in the primary school general education program and the formation and development of students' qualities and abilities. [5]

Periodic assessment is an integrated form of assessment to provide information about the student's ability level after a learning period (half semester, end of semester, end of school year). Periodic assessment has the main objectives of confirming the student's learning results to base them on for scoring, and creating a basis for grading students.

In Vietnamese, the assessment test uses two methods: the Q&A test method and the written test method.

To confirm the results of reading aloud, speaking, and listening results of students, teachers need to use the method of questioning and answering through an oral test (Teacher gives a request, Students follow, Teacher asks a question, Student answers).).

Example of an oral test to assess students' reading, listening, and speaking skills in grade 2:

Example of reading comprehension test, using words and sentences, written for 2nd graders:

Test of reading comprehension, using words and sentences, writing paragraphs

1. Read the following passage and then do the exercises below.

Study art and smart



In the past, in Mo Trach village (in Hai Duong province) there were two full-blooded, Le Nai and Le Tu. The eldest Le Nai is hardworking, studying hard day and night. Le Tu is the younger brother of Le Nai, who is inherently intelligent, but rarely studies hard. Exam course in 1505, both brothers went to the Thang Long capital to take part in the exam set by the court. Le Tu could not do the exam, so he asked Le Nai for help. Le Nai said:

- On normal days, you rely on yourself to be smart, not study hard. Now that you are taking the exam, you can't do the test. If I remind you to take the exam, it's like fooling the court. How is it called honesty in the exam?

Le Tu was angry with Le Nai and said:

- Well, this examination, you passed, but I don't take the exam anymore!

After that, Le Tu left the exam and left. When he got home, his mother asked him, and Le Tu said that he missed the exam because Le Nai didn't help. Their mother gently teaches her son:

- Your brother did not mention the article is correct. Since then, you have always relied on yourself to be talented, not studying hard. If you are smart and study hard, you don't need anyone's help.

That year, Le Nai passed the first doctoral candidate. Since then, Le Tu studied hard, 5 years later he also passed econd-rank doctor.

According to Trinh Manh's collection:

Question 1: What is Le Nai's strong point, what is Le Tu's strong point? Find words in the passage to fill in the blanks.

a. Strengths of Le Tu:

b. Strengths of Le Nai:

Question 2: What does Le Tu need Le Nai to help with the exam?

a. Cheats the royal court.

b. Reminds in the exam.

c. Helps to pass the exam.

d. Helps to be honest in the exam.

Question 3: Why did Le Tu not pass the exam with him?

a. Because Le Tu did not study well.

b. Because Le Tu wanted to let his brother pass.

c. Because Le Tu did not study hard.

d. Because Le Tu was angry with his brother.

Question 4: Why did Le Tu also pass the high prize 5 years later?

a. Because Le Tu was reminded by his brother.

b. Because Le Tu was smart.

c. Because Le Tu studied hard.

d. Because Le Tu was both studiousness and smart

Question 5: Is it right or wrong for Le Nai to not remind his brother of the exam? Why? Fill in the blanks with your opinion.

Le Nai did not remind his brother in the exam was because

.....
Question 6: What do you do when you can't do the test during the exam? Fill in the blanks to complete your answer.

When I can't do the test during the exam, I
.....

Question 7: Fill in the blank with the opposite word for each of the following words.

- a. The opposite of *smart* is
- b. The opposite of *hard* is

Question 8: Write a sentence about your friend's learning, using the word *smart* or the word *hard*.

.....
.....

2. Write a paragraph of about 4 to 5 sentences about an animal you love or take care of.



3. CONCLUSION

Thus, to confirm the progress of students, it is necessary to use the form of process assessment, also known as regular assessment (competitive assessment). To confirm the student's learning results after a period, it is necessary to use a form of summative assessment, also known as periodic assessment. Through the assessment process, it helps teachers to assess the quality and assess general ability in Vietnamese integrated into the assessment of language ability, that is, to assess what students can do to solve the tasks in reading, writing, speaking, and listening.

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