

## SHIFTING PARADIGMS IN EDUCATIONAL ASSESSMENT: LEARNER-CENTERED METHODS

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**Annotation:** In recent decades, assessment in education has undergone a significant shift from traditional teacher-centered testing toward more learner-centered approaches that emphasize active participation, autonomy, and meaningful learning outcomes. Contemporary learner-centered assessment methods aim to capture not only learners’ final products but also their learning processes, competencies, and real-world performance. This article provides a critical overview of key learner-centered assessment approaches, including project-based assessment, performance-based assessment, portfolio-based assessment, and self- and peer-assessment. Drawing on recent theoretical and empirical studies, the paper examines the principles, pedagogical value, and practical implementation of these methods across educational contexts. Particular attention is given to their role in fostering higher-order thinking skills, learner autonomy, reflective practice, and authentic assessment of competencies. By synthesizing current perspectives, this study contributes to a deeper understanding of learner-centered assessment as a sustainable and effective alternative to traditional testing practices in modern education.

**Keywords:** learner-centered assessment, alternative assessment, formative assessment, performance-based assessment, project-based assessment, portfolio-based assessment, learner autonomy.

**Аннотация:** В последние десятилетия оценивание в образовании претерпело значительные изменения, смещаясь от традиционного тестирования, ориентированного на преподавателя, к более ученико-центрированным подходам, которые подчеркивают активное участие, автономию и значимые результаты обучения. Современные методы оценивания, ориентированные на учащихся, направлены на фиксацию не только конечных продуктов обучения, но и учебных процессов, компетенций и реальной профессиональной деятельности учащихся. В данной статье представлен критический обзор ключевых ученико-центрированных методов оценивания, включая проектное оценивание, оценивание результатов деятельности, портфолио-оценивание, а также самооценку и взаимную оценку. Опираясь на современные теоретические и эмпирические исследования, статья рассматривает принципы, педагогическую ценность и практическое применение этих методов в различных образовательных контекстах. Особое внимание уделяется их роли в развитии навыков высшего порядка, автономии учащихся, рефлексивной практики и аутентичного оценивания компетенций. Синтезируя современные подходы, данное исследование способствует более глубокому пониманию ученико-центрированного оценивания как устойчивой и эффективной альтернативы традиционным методам тестирования в современном образовании.

**Ключевые слова:** ученико-центрированное оценивание, альтернативное оценивание, формирующее оценивание, оценивание результатов деятельности, проектное оценивание, портфолио-оценивание, автономия учащихся.

**Annotatsiya:** So‘nggi o‘n yilliklarda ta‘limda baholash an‘anaviy o‘qituvchiga yo‘naltirilgan testlardan o‘quvchi markazli yondashuvlarga sezilarli o‘tishni boshdan kechirdi. Bu yondashuvlar o‘quvchilarning faol ishtiroki, mustaqilligi va mazmunli o‘quv natijalarini ta‘kidlaydi. Zamonaviy o‘quvchi markazli baholash usullari nafaqat o‘quvchilarning yakuniy mahsulotlarini, balki ularning o‘quv jarayonlari, kompetentsiyalari va real dunyo faoliyatini ham aniqlashga qaratilgan. Ushbu maqolada loyihaga asoslangan baholash, faoliyatga asoslangan baholash, portfel baholash, shuningdek, o‘z-o‘zini baholash va tengdoshlar baholash kabi asosiy o‘quvchi markazli baholash yondashuvlari tanqidiy ko‘rib chiqiladi. So‘nggi nazariy va empirik tadqiqotlar asosida maqola ushbu usullarning tamoyillari, pedagogik qadri va turli ta‘lim kontekstlarida amaliy qo‘llanilishini tahlil qiladi. Ularning yuqori darajadagi fikrlash ko‘nikmalarini rivojlantirish, o‘quvchi mustaqilligi, reflektiv amaliyot va kompetentsiyalarni autentik baholashdagi roli alohida ta‘kidlangan. Zamonaviy yondashuvlarni sintezlash orqali ushbu tadqiqot o‘quvchi markazli baholashni zamonaviy ta‘limda an‘anaviy test usullariga barqaror va samarali alternativ sifatida chuqurroq tushunishga hissa qo‘shadi.

**Kalit so‘zlar:** o‘quvchi markazli baholash, alternativ baholash, shakllantiruvchi baholash, faoliyatga asoslangan baholash, loyihaga asoslangan baholash, portfel baholash, o‘quvchi mustaqilligi.

### **Introduction**

In the context of EFL learning, it is often challenging for instructors to continuously monitor students' speaking progress across a semester. Students themselves, however, are in a unique position to reflect on their developing skills and consolidate learning experiences, a process central to learner autonomy (Liao, 2023). While traditional assessment methods have focused primarily on teacher-led evaluation and standardized testing, their limitations in capturing the full scope of learners' speaking abilities have become increasingly evident. In response, contemporary approaches have shifted toward learner-centered methods that actively involve students in the assessment process. Strategies such as self-assessment, peer assessment, portfolio-based assessment, and project-based assessment not only provide a more holistic view of students' language development but also encourage reflection, autonomy, and engagement in learning, bridging the gap between instruction and individual progress. Learner autonomy in learning and assessment allows learners to take responsibility for their own learning journey, enhancing motivation, awareness, and language development. Among the most effective tasks for fostering autonomy are self-assessment and peer-assessment. Self-assessment provides learners with a self-monitoring mechanism, enabling instant feedback on their speaking proficiency and reflection on their learning strategies (Liao, 2023; Tholin, 2008). Peer-assessment, defined as evaluating the work of fellow learners of similar status, encourages active engagement in reviewing, summarizing, and commenting, thereby also supporting learners' own progress and promoting collaborative, student-centered learning (Liao, 2023; Topping, 2017). Despite occasional concerns about the reliability of self- and peer-assessment, the primary benefit lies in involving learners in their own learning processes, cultivating reflection, and motivating them to take greater responsibility for their progress (Liao, 2023).

Portfolio-based assessment (PBA) has been increasingly recognized as an effective alternative to traditional language assessment methods, particularly in EFL contexts. According to Ma'arif et al. (2021), portfolios enable students to systematically collect evidence of their learning, reflect on their progress, and compare their earlier and more recent works. This process encourages metacognitive engagement, allowing learners to evaluate their strengths and weaknesses while taking greater responsibility for their own learning. PBA complements self- and peer-assessment practices by providing structured opportunities for reflection and feedback, thereby fostering learner autonomy and enhancing both language proficiency and independent learning skills. Through portfolios, students gain control over the assessment process, which not only demonstrates a more complete picture of their abilities but also motivates them to set personal learning goals and engage actively with their academic development (Ma'arif et al., 2021).

Project-based assessment (PBAss) has emerged as a meaningful alternative to traditional evaluation, particularly in EFL contexts, by integrating assessment directly into the process of authentic language use. Like portfolios, project-based tasks encourage reflection and autonomous engagement, but they additionally emphasize the integration of skills in real-world communicative contexts, allowing learners to demonstrate their speaking proficiency in meaningful and collaborative ways. Nugroho and Anugerahwati (2019) illustrate how project-based learning, exemplified through vlogging activities, can enhance learners' speaking skills by encouraging them to plan, produce, and reflect on real-world tasks. This approach not only fosters language development but also promotes learner autonomy, as students take responsibility for organizing content, managing deadlines, and evaluating their own performances. The integration of collaborative and individual tasks within project-based assessment mirrors the principles observed in self-, peer-, and portfolio-based assessments, namely, active engagement, reflection, and holistic evaluation of learning progress. By embedding assessment into meaningful projects, educators can capture both the process and the product of learning, offering richer insights into learners' communicative competence than conventional tests (Nugroho & Anugerahwati, 2019).

Performance-based assessment (PBA) emphasizes evaluating learners through tasks that require active demonstration of language use rather than selecting pre-determined answers. Menggo and Gunas (2022) highlight that PBA offers students opportunities to perform real-life communicative tasks, such as presentations, role-plays, or debates, which reflect both linguistic competence and pragmatic skills. Their study with college students revealed that performance-based tasks significantly enhanced learners' speaking ability, particularly in fluency, accuracy, and confidence, while also promoting engagement and motivation. Students reported that being assessed on actual performance rather than written responses encouraged them to prepare more thoroughly, practice consistently, and take greater ownership of their learning. This approach aligns with contemporary educational priorities of authenticity, learner-centeredness, and the development of transferable communicative skills.

**“Ilmiy tadqiqotlarni amaliyotga joriy qilishning muammo va yechimlari” mavzusidagi onlayn xalqaro ilmiy-amaliy anjuman materiallar to‘plami. NamDU - 2026-yil 20-21-fevral**

While portfolios allow learners to reflect on and monitor their progress, and project-based tasks such as vlogs provide opportunities to create and present content collaboratively, performance-based assessment focuses on real-time execution of communicative tasks, emphasizing fluency, accuracy, and pragmatic competence. Together, these alternative assessment methods highlight a shift from traditional test-oriented evaluation toward more holistic, learner-centered approaches that encourage reflection, active participation, and ownership of learning outcomes.

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