

SUMMARY

COP WEBINARS FOLLOW-UP DISCUSSION – SUMMARY OF COUNTRY DISCUSSIONS

Webinar 8

REFLECTIONS ON ASSESSMENT IN PRESETT

- While contexts differ, there is remarkable agreement that PRESETT assessment should be authentic, competence-oriented, formative, and aligned with professional practice. The CEFR continues to provide a common language for language assessment, while the development of similarly robust frameworks for teaching competence remains a key area for future work. Across all countries, the strongest message is that assessment should not merely certify future teachers—it should actively contribute to their development as confident, reflective, and effective professionals.



KAZAKHSTAN

quality assessment should reflect what future teachers are expected to do in real classrooms and support professional readiness.



KYRGYZSTAN

highlighted validity, reliability, fairness, and developmental impact, stressing that assessment should function as a tool for professional growth.



TAJIKISTAN

quality is linked to alignment between learning objectives, teaching outcomes, and professional standards.



TURKMENISTAN

quality emerges when assessment tasks, curriculum outcomes, reference standards, and feedback practices are coherent and mutually reinforcing.



UZBEKISTAN

offered a distinctive perspective by emphasizing student understanding of assessment criteria. Participants argued that quality improves when learners know how they will be assessed and have realistic expectations regarding assessment demands.

Language Competence vs Language Knowledge

competence involves not only knowledge but also communication strategies, interaction skills, and the ability to function in unpredictable teaching situations.

Language Competence vs Language Knowledge

authentic performance tasks such as micro-teaching, teaching practice, presentations, and classroom interaction to assess - something trainee teachers can actually do with English.

Language Competence vs Language Knowledge

oral examinations, classroom demonstrations, presentations, and practicum experiences as ways to assess communicative competence in line with the CEFR.

Language Competence vs Language Knowledge

importance of assessing interaction, mediation, and pragmatic language use rather than isolated grammar and vocabulary knowledge.

Language Competence vs Language Knowledge

competence is easier and more meaningful to assess because established frameworks such as the CEFR already exist and encourage authentic language use.

Alignment Between Teaching Competence and Language Competence Assessment

- KZ: argued that language assessment should be more rigorous because teachers serve as language models, while teaching competence requires more flexibility because it develops through experience and reflection.
- KGZ: viewed language and teaching competence as closely aligned elements of professional communicative competence, often assessed simultaneously through authentic professional tasks.
- TJK: described increasing integration through micro-teaching and performance-based assessments that capture both pedagogical and linguistic competence.
- TKM: emphasized that teaching competence assessment should follow the same principles of validity, reliability, and impact that guide language assessment.
- UZB: Participants acknowledged a significant gap between competence-oriented language assessment and still largely knowledge-based approaches to teaching assessment.

Cross-Country Challenges

- Developing reliable methods for assessing competence rather than knowledge.
- Ensuring sufficient assessor expertise and assessment literacy.
- Providing timely, meaningful, individualized feedback.
- Creating transparent and reliable frameworks for assessing teaching competence.
- Managing large student cohorts during practicum assessment.