

ким насправді була Ліз і чому в неї спрацювала програма самознищення залишається відкритим у романі.

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ALTERNATIVE METHODS OF ASSESSMENT

The dictionary defines the term –assessment as the process of making a judgment or forming an opinion after careful consideration, deciding what level a student is at, or how much progress they are making. [2]. Since it is an indispensable part of the teaching and learning procedure, the main task is to do it effectively and adequately. The more efficiently the assessment is done, the wiser educational decisions are made and the more productive learning is enhanced.

With time, education undergoes significant changes, innovative approaches and methods of teaching are appearing, respectively, ways of assessment of students' performance have to be advanced too. So, it is worth noting that along with the traditional methods of assessment alternative ones are gaining popularity.

According to Berry R. alternative assessment is a form of assessment –designed to stimulate students' abilities to create and apply a wide range of knowledge rather than simply engage in acts of memorization and basic skill development [4, p. 17-18]. In other words, students cultivate critical thinking, analyze their learning to detect what data and skills are required to solve a certain problem. Such type of assessment includes real-life tasks which, as a rule, are multifaceted. Besides, it is a continuous process that generally demands a longer period of time, and the focus is put on holistic and learner-oriented assessment [5, p. 148, 151].

The following advantages of alternative assessment can be highlighted:

- the teacher receives information on the strengths and weaknesses of each individual learner through multiple sources based on authentic activities;
- it can show a learner's development through the work samples and documentation collected;
- it reflects exactly what is being done in the classroom;
- it promotes Active and Collaborative Learning (ACL) when done in groups;
- it provides for demonstration of applied knowledge and encourages students' learning at a deeper level. [5, p. 152; 1].

Speaking of assessment techniques, they must be varied and adapted to the needs of each group of learners. Moreover, they have to reflect the goals aimed at in the particular class. When both students and teachers decide on what kind of technique to use, it leads to positive learning outcomes.

Among the most common methods of alternative assessment are:

- teacher observation

This technique involves observing students as they work and taking systematic, continual recording of such observations to document development of learners' ability. Such notations have to be objective and specific, and they describe language development, learning styles, skills, strategies, or anything else that is important at the time of observation. Teacher observations increase the reliability and the validity of the assessment, does not create stressful situations, can focus on individual learners. [5, p. 154-155; 3, p. 317].

- self- and peer-assessment

It entails active learners' participation in the process of assessment. The usefulness of self- and peer-assessment is that they enhance learner autonomy, facilitate community within the classroom and encourage students to take responsibility for their decisions.

- portfolio assessment

A portfolio is a collection of a learner's work that displays the progress that the learner is making in connection with classroom goals. It can contain student work samples such as the learner's writing, a reading journal, and audio and/or video recordings optimally chosen by the teacher or the learner. Not only is a portfolio assessment learner-centered and allows ownership of learning, but also it offers opportunities for self-assessment, critical thinking and collaboration processes with peers. [5, p. 166-167].

To conclude, alternative methods of assessment can help modernize a student-centred approach to learning. They are used to determine what students can and cannot do rather than what they do or do not know and motivate students to apply acquired knowledge, not simply memorize material.

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