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PROVISION OF TRANSPARENCY OF ASSESSMENT BY CRA-METHOD IN TEACHING MILITARY ENGLISH

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Teaching ESP in HEIs, especially in military schools includes different stages, such as designing specific programs and course-materials for classwork and independent-works. Moreover, one of important stages is organizing assessment procedure, which includes controlling pre-assessment, while-assessment and after-assessment moments. Undoubtedly, well-planned assessment not only creates an objective, fair and clear atmosphere in the classroom, but also encourages students to learn English better and work on themselves effectively.

There are many modern methods for organizing assessment of all four skills (reading, listening, writing, speaking) of students. For instance, **CRA – Criterion-referenced Assessment** or **NR A – Norm-referenced Assessment**

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Criterion-referenced assessment compares a person's knowledge or skills against a predetermined standard, learning goal, performance level, or other criterion, whereas Norm-referenced measures compare a person's knowledge or skills to the knowledge or skills of the norm group [1;2;3]. With criterion-referenced tests, each person's performance is compared directly to the standard, without considering how other students perform on the test. Criterion-referenced tests often use "cut scores" to place students into categories such as "basic," "proficient," and "advanced".

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full text in the attachment ...