

# Using assessment tools to develop students' qualities and abilities in teaching grade 6 history at secondary schools in Thai Nguyen city

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**Abstract:** Testing and evaluating is a step in the teaching process where the relationship between teachers and students, forward and backward, is clearly expressed. The process of testing and evaluating students provides teachers with “external feedback” information that helps teachers adjust their teaching activities. At the same time, regular and systematic testing and evaluating provide timely “backward communication” information to help learners adjust their learning activities [1]. On the basis of presenting the meaning of assessment tools to develop student's qualities and abilities, the article proposes on measures to use assessment tools in teaching 6th grade history at Secondary Schools in Thai Nguyen city with the aim of helping learners proactive, confident, and develop their qualities and abilities as required by the 2018 general education program.

**Keywords:** Testing, assessment, quality, capacity, middle school, history

## 1. Raising issue:

In the current context of implementing the 2018 general education program, testing and evaluating are aimed at developing students' qualities and abilities. Assessment is considered as a teaching method to promptly detect students' progress, thereby to promptly adjust and to self-adjust teaching and learning activities in teaching program. Process assessment is emphasized, and at the same time, learning outcomes assessment will also be performed at the end of the educational process to confirm what students have achieved compared with learning outcomes [1].

The article proposes some measures to build and use assessment tools in teaching 6th grade history at Secondary Schools in Thai Nguyen city such as questions, checklists, and mind maps. Thereby, to develop the quality and capacity of students, to contribute to improving the quality of current history teaching.

## 2. Research's content

### 2.1. The meaning of assessment tools to develop students' qualities and abilities

\* For teachers:

The capacity and quality assessment tool is a measure for teachers to test reality on the

effectiveness of changing teaching content and methods. It also helps teachers evaluate their professional and pedagogical abilities. A teacher who is good at expertise, strong in pedagogical skills, implements flexible assessment innovation according to the correct process, both achieving subject goals and contributing to innovating teaching methods and promoting active learning. Assessment combined with regular monitoring creates conditions for teachers to grasp specifically and accurately each student's capacity and level, to clarify the level of success and failure and the students' ability to think in the classroom. Thereby, teachers have appropriate pedagogical measures for each student to help them strengthen and develop their abilities [5].

\* With student:

- Regarding quality: Through the quality and capacity assessment tool, students will be formed into the habit of self-assessment, training in determination, high discipline, honesty, self-discipline, and a sense of learning. ask questions, have a sense of responsibility and help each other in study as well as in life. In addition, it also trains students to be confident in their ability to study and work independently, fostering their love for their homeland, the spirit of national solidarity and

international solidarity; overcome the subjectivity and complacency of students' abilities, the psychology of dependence, laziness, boredom and lack of confidence in themselves [3].

Thus, the quality and capacity assessment tool will create conditions for students to form good moral thoughts, know how to behave culturally and have a positive attitude and motivation to learn, against negative manifestations in exams.

- About capacity: Quality and capacity assessment tools contribute to developing student qualities and capacities. Through assessment tools, students have conditions to conduct intellectual activities such as: remembering, reproducing, analyzing, synthesizing, generalizing knowledge, applying knowledge into practice. Assessment not only focuses on reproducing existing knowledge or skills but also promoting intelligence, creative thinking ability, and the ability to apply learned knowledge to solve real-life situations see off.

*With students:*

- Quality: Through the quality and capacity assessment tools, students will be formed into the habit of self-assessment, training in determination, high discipline, honesty, a sense of learning and a sense of responsibility, ability to help each other in studying as well as in life. In addition, it also trains students to be confident in their ability to study and work independently, fosters their love for their homeland, the spirit of national solidarity and international solidarity; overcomes the subjectivity and complacency of students' abilities, the psychology of dependence, laziness, boredom and lack of confidence in themselves [3].

Thus, the quality and capacity assessment tools will create conditions for students to form good moral thoughts, to know how to behave well and to have a positive attitude and motivation to learn, against negative manifestations in exams.

- About capacity: Quality and capacity assessment tools contribute to developing students' qualities and capacities. Through assessment tools, students have conditions to conduct intellectual activities such as: remembering, reproducing, analyzing, synthesizing, generalizing knowledge, applying knowledge into practice. Assessment not only focuses on reproducing existing knowledge or skills but also promoting intelligence, creative thinking ability, and

the ability to apply learned knowledge to solve real-life situations.

## **2.2. Some measures to use assessment tools in teaching 6th grade history at Secondary Schools in Thai Nguyen:**

*\* Use the question tool in the warm-up activity*

Warm-up activities during teaching hours play a particularly important role in organizing classroom activities in order to help students orient the lesson content and initially solve the problems raised in the lesson.

Using the question tool in warm-up activities helps students proactively and enthusiastically receive and create an interest in learning from which they consciously solve problems in many different forms. In addition, it also helps students be more oriented in approaching lessons and helps teachers master the content and methods.

For example: When teaching lesson 18: "Historical turning point at the beginning of the 10th century" (History 6 - knowledge connection), teachers can use question tools in warm-up activities to create excitement for students, create. Create a situation to lead students into the knowledge formation part: Complete historical events through the following timelines: Year 40, year 248, year 542, year 722, year 766, year 791.

After students present their answers, the teacher leads into knowledge formation activities.

Thus, the question tool is used in the warm-up part to help students understand the basic content before starting the new lesson and to raise students' interest

Use the KWLH questionnaire in knowledge formation activities:

Knowledge formation activities help students acquire new knowledge and skills and incorporate new knowledge and skills into their own knowledge and skill system. Teachers will help students build their own new knowledge on the basis of comparing existing knowledge and experience with new understanding.

The KWLH questionnaire is a tool that requires students to start the lesson/topic by brainstorming everything they know or want to know about the lesson's topic and encourages students to explore and research the lesson. Using the KWLH questionnaire in knowledge formation activities helps students

connect and rearrange old knowledge and new knowledge.

Using the KWLH questionnaire in knowledge formation activities (thanks to giving opinions and filling in the KWLH questionnaire) has developed students' independent thinking ability and made the class exciting and students participating enthusiastically. Express your opinions on the construction of the article. Thereby, students are formed to be proactive, flexible, creative, and have a high sense of responsibility in learning while at the same time creating problem-solving skills in students.

*\*Use the checklist tool to observe students working in groups:*

When using the checklist tool in knowledge formation activities to evaluate the behaviors or products that students perform. With a pre-built list of criteria, teachers will use the checklist to decide whether the behaviors or product characteristics that students perform match each criterion on the checklist.

For example: When completing lesson 18: "Historical turning point before the 10th century" (Grade 6 History Textbook - KNTT), teachers can use the checklist to evaluate students during group work:

Criteria	Yes	No
Students happily accept assigned tasks (draw a diagram showing Khuc Hao's life)		
Students plan to carry out the task (draw a diagram showing Khuc Hao's strategies)		
Students completed the task on schedule		
Students successfully complete the required product		

Using the checklist tool to observe students working in groups in grade 6 is a useful method to manage and monitor the progress of a group's work. The checklist records the group's evaluation criteria and scoring scale. This helps increase team organization, performance, and accountability while working.

*\*Use exercises in practice activities*

Exercise tools in assessing 6th grade student capacity development are often life situations, which contain issues that students need to care about, need

to learn about, need to solve, and have educational significance.

For example: When completing lesson 18: Historical turning point before the 10th century (Grade 6 History Textbook - KNTT), teachers can use the exercise tool in the multiple-choice practice section in the form of organizing a "round" game. "lucky spin" through the prepared exercise system. The use of exercises in practice activities is to evaluate students' ability to apply knowledge into practice. Through using exercises, teachers can evaluate and develop social skills, thinking skills of analysis, synthesis, comparison), problem detection and solving skills, and income skills. On the other hand, through exercises, teachers can evaluate students' self-reliance, positivity, initiative and creativity in learning.

### Conclusion

It can be seen that the use of assessment tools plays a huge role in developing students' qualities and abilities. The measures proposed by the article have been tested in a specific lesson in class 6A1 at Tan Lap Secondary School, Thai Nguyen city. Through assessment tools, teachers have a more objective and accurate view of their students, thereby adjusting teaching methods to help learners progress. To use assessment tools regularly also requires teachers to invest time, effort, intelligence and professional activities, and to meet the requirements of the 2018 Education and Training program.

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