TECHNIQUES FOR EVALUATING TEXT SKILLS IN TEACHING ACTIVITIES

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ABSTRACT: Evaluating text skills in teaching activities is essential for assessing students' comprehension, analytical thinking, and productive abilities in text-based tasks. This article outlines effective techniques for evaluating textual skills, focusing on methods that provide insight into students' understanding and engagement with texts. These techniques include formative assessments like quizzes and discussions, summative assessments such as essays and reports, and alternative assessments like peer reviews and digital portfolios. By integrating these methods into teaching, educators can provide more targeted feedback, support students' textual skill development, and enhance overall learning outcomes.

KEYWORDS: Text skills evaluation, teaching activities, assessment techniques, formative assessment, summative assessment, digital literacy.

INTRODUCTION

In educational settings, evaluating students' text skills is crucial for understanding their ability to comprehend, analyze, interpret, and produce text. These skills are foundational in subjects across the curriculum, making it important to assess them systematically. Effective evaluation provides educators with insights into students' strengths and areas for improvement, enabling them to tailor instructional strategies.[1] This article discusses various techniques that can be used in teaching activities to evaluate text skills effectively, ensuring a well-rounded approach to student assessment. Formative assessment is an ongoing process that helps educators understand students' comprehension and engagement with texts in real-time. It provides immediate feedback, allowing educators to adjust their teaching strategies as needed.

Short quizzes can gauge comprehension and recall of key ideas, themes, and vocabulary. They help educators identify areas where students may need more guidance. Structured discussions encourage students to articulate their understanding and interpretations of a text. Through questioning and dialogue, educators can assess analytical and interpretative skills, as well as students' ability to engage in critical thinking.[2] Having students annotate a digital or physical text helps evaluate their interaction with the material. Educators can assess students' ability to identify significant passages, make inferences, and pose questions, all of which reflect a deeper understanding of the text.

Summative Assessment Techniques. Summative assessments evaluate students' mastery of text skills at the end of a learning unit. These assessments provide a comprehensive picture of students' progress and are generally used to assign grades. Writing assignments like essays require students to present a structured analysis or interpretation of a text. These assignments

assess skills in argumentation, organization, and coherence, as well as textual evidence usage. Assigning students to write summaries or reports of a text helps evaluate their comprehension and ability to distill key information. Such assignments focus on students' skills in identifying main ideas, summarizing content, and organizing information clearly and concisely. Oral presentations allow students to demonstrate their understanding and interpretation of a text. Through presentations, educators can assess students' abilities to communicate ideas clearly, engage with the material deeply, and respond to questions effectively.

Alternative and Peer-Assessed Techniques. Alternative assessments provide varied and often more interactive means of evaluating text skills, appealing to different learning styles and encouraging student-centered evaluation. In peer review activities, students evaluate each other's work, providing feedback on comprehension, argument structure, and use of evidence. Peer review helps students develop critical evaluation skills while giving educators insights into students' understanding of assessment criteria. A portfolio is a collection of a student's work over time, allowing educators to track progress in textual engagement, comprehension, and productivity. Portfolios often include essays, summaries, reflections, and other work samples, providing a holistic view of a student's textual skill development. Group projects that involve textual analysis or interpretation can reveal how students work collaboratively with text. Educators can assess individual contributions, collaborative analysis skills, and overall group dynamics, observing how well students integrate ideas and perspectives. Self-assessment and reflection are valuable techniques for promoting metacognition—students' awareness of their own learning processes. Through self-assessment, students become active participants in evaluating their text skills, fostering independence and accountability.[3] Journals encourage students to reflect on their learning experiences, document challenges, and celebrate successes. Educators can use these reflections to understand how students perceive their strengths and areas for improvement in working with texts. Checklists allow students to assess their comprehension, analytical abilities, and productivity in text-related assignments. By identifying criteria such as "identifies main ideas," "supports arguments with evidence," or "writes coherently," students gain insights into their performance and areas for growth. After completing a text-based assignment, students can set goals for future assignments, outlining specific areas they wish to improve. Educators can monitor these goals and support students as they work to enhance their text skills over time.

Digital Tools for Text Skills Assessment. With the integration of digital tools, educators have more resources to evaluate students' text skills efficiently and interactively.

Online Quizzes and Polls: Tools like Google Forms, Kahoot, or Quizlet offer interactive ways to test comprehension and analyze results instantly, helping educators pinpoint individual or class-wide needs.

Collaborative Platforms: Google Docs and similar tools allow students to work together on text-based assignments, enabling real-time feedback and tracking each student's contribution. Educators can assess both individual understanding and collaborative textual engagement.

Annotation Apps: Digital annotation tools (e.g., Hypothesis or Diigo) enable students to interact directly with digital texts. Educators can review annotations to assess students' close reading skills, their identification of significant passages, and their questioning and analytical abilities.[4]

CONCLUSION

Evaluating text skills in teaching activities requires a blend of formative, summative, alternative, self-assessment, and digital techniques. By combining these methods, educators gain a multifaceted understanding of students' abilities in text comprehension, analysis, and production. A well-rounded assessment approach not only provides feedback to students but also allows educators to adjust their teaching strategies to better meet learners' needs. As text skills remain central to many academic and professional pursuits, these evaluation techniques play a vital role in preparing students to engage thoughtfully and effectively with texts throughout their educational journey and beyond.

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