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CRITERIA-BASED ASSESSMENT OF EDUCATIONAL ACHIEVEMENTS OF STUDENTS IN AN EDUCATIONAL ENVIRONMENT WITH DISABILITIES

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Abstract. The article discusses the actual problem of assessing student achievement in an inclusive school. The authors describe the existing contradictions in the system of assessment of educational results in Kazakhstan's inclusive practice. Based on the data of monitoring studies and publications of specialists in the field of inclusive education, the most frequently used tools for the criterion assessment of educational achievements of students with disabilities have been identified. As a result of the conducted research, a system of possible parameters for evaluating the activities of various subjects of the inclusive educational process is presented. The criteria for evaluating students' academic achievements in language disciplines are based on Bloom's taxonomy. Criteria for evaluating students' academic achievements have been developed at all levels of education. With the establishment of the degree of compliance of the actual achieved results of students with the planned learning goal, for children with special needs, the assessment of educational achievements of students continues in accordance with previously known criteria. The most difficult issue today is the assessment of students' achievements in an inclusive school, which leads to an aggravation of a number of contradictions: - between the objective need to create a personality-oriented system of pedagogical monitoring and the orientation of modern education towards the assessment of educational achievements.

At the same time, only the work is evaluated, not the personality of the students; the student's work is compared with the benchmark (the type of work performed very well), and not with the work of another student; the standard will be known to students in advance. You can only evaluate what you have already taught, so the evaluation criteria are a clear idea of the learning objectives.

Keywords: inclusion, evaluation criterion, research, evaluation, methods, education, disabilities, parameters, indicators

Basic Provisions

Criteria-based assessment of educational achievements in inclusive education settings is a multifaceted process that requires careful planning, clear criteria, and a commitment to equity. The assessment of educational achievements in inclusive educational settings requires a comprehensive framework that goes beyond traditional evaluation methods. Criteria-based assessment is essential to ensure

fairness and equity for all learners, including those with special needs. This set of basic provisions outlines the key principles and components necessary for effective criteria-based assessment in the context of inclusive education.

Introduction

In connection with the transition to updating the content of education, the system of assessing students' achievements will also change, new forms of monitoring the results of training will be introduced. The criteria for assessing students' knowledge were approved by the order of the minister of Education and science of the Republic of Kazakhstan dated January 21, 2016 No. 52 "on approval of criteria for assessing students' knowledge [1,2]. The approved criteria for assessing students' academic achievements in non-linguistic subjects are based on assessing different levels of assimilation of educational material. The criteria for assessing students' academic achievements in language disciplines are based on Bloom's taxonomy. Criteria for assessing students' academic achievements have been developed at all levels of Education. In addition, the scientific basis of the criterion-based assessment system, conceptual approaches to the educational process, which determine the criteria and parameters of assessment, are indicated in the letter of methodological instruction "on the peculiarities of the organization of the educational process in general secondary education organizations of the Republic of Kazakhstan in the 2016-2017 academic year. In the 2016-2017 academic year, a criterion-based assessment system will be introduced in primary schools throughout the country. With the establishment of the degree of compliance of the truly achieved results of students with the planned goal of learning, the assessment of students' educational achievements in accordance with previously known criteria continues for children with special needs. Assessment criteria that serve as the basis for determining the educational achievements of students in the context of inclusive education should be developed in accordance with the requirements for the level of training of students, as indicated in regulatory documents [3].

The introduction of inclusive practices into the education system is seen as an innovative process aimed at creating a new school, a school for all. Like any innovation, inclusion not only introduces new elements into the educational process of the school, but also defines a problem field for research. The most difficult issue today is the assessment of students' achievements in an inclusive school, leading to the aggravation of a number of contradictions: – between the objective need to create a personality-centered system of pedagogical monitoring and the focus of modern education on the assessment of academic achievements; – between the need to monitor cognitive changes in the development of children with disabilities (for example, children with preserved intelligence who receive a censored education experience difficulties in mastering the educational program) and using only a school grade and its accompanying assessment as an objectified indicator; – between the problem areas of pedagogical consciousness (attitudes and prejudices, reliance on

outdated knowledge and concepts regarding the nature of childhood, development norms) and the need for purposeful work towards improving professional competence in assessing educational results by teachers and forming a value attitude towards children with special educational needs. According to experts in the field of inclusive education (G. Bunch, T. Booth, R. Ziegler, D. Mitchell; M. Ainscow, S. V. Alyokhina, T. L. Chepel, etc.), the existing assessment system does not differentiate students by the level of success, and it also has a low potential for motivation and education [4,5].

In this regard, schools that carry out inclusive practice have difficulty switching to any other assessment systems. Of great importance is the fact of longterm experience in using the existing system and trust in it. As a result, the 5–point system remains dominant. This is the most problematic field, which is particularly acutely felt in practice. An appeal to foreign experience shows the ineffectiveness of such an approach, but, nevertheless, its prevalence is observed all over the world. For example, G. Bunch, considering the concept of "achievement", indicates its frequent distortion. The author notes that most teachers equate achievements at school with the development of the curriculum at a certain level. This statement often coincides with the realities of a modern school, where the results of students' educational activities are evaluated based on a knowledge criterion, and not on an assessment of achievements in accordance with individual capabilities. In an inclusive school, optimal conditions are created for all students to master the curriculum at different levels. "Recognition and encouragement is received by the very act of cognition and learning, the act of making efforts, moving forward and learning more. Every act of achievement receives recognition. This view of achievement worries those who believe that the basis for assessing which of the students is superior to others is the amount of knowledge. As if a modest pace of learning is dangerous. Supporters of inclusion value the teaching, support the student in achieving as much as possible and understand that everyone has different abilities and learning styles" [4, p. 55]. The marking system for assessing the achievements of students in inclusive education is uninformative and from the position of the inclusion mission, since it does not allow to assess the dynamics of children with disabilities in the educational process. The monitoring shows that the mark "3" is received by the vast majority of children with disabilities, regardless of the dynamics of their success in the educational process [1]. This is due to the fact that children with disabilities receive a qualification education and the learning process in the school system remains dominant, therefore both the state and society are aimed at evaluating academic achievements. A number of regulatory documents require educational organizations to develop a system for evaluating the achievement of the planned results of mastering the adapted basic general education program [6].

In this regard, it is important to emphasize that the teacher evaluates the result of the activity of a child with disabilities not by comparing with the results of other students in the class, but taking into account the efforts made by them. The dynamics

of the development of a child with disabilities is constantly being recorded, and the evaluation results demonstrate the level of achievement of learning goals designed in an individual program and serve as the basis for possible changes. In the process of assessing the educational achievements of students with disabilities, self-assessment plays a special role. Involving students in this process not only helps them to check the results obtained, leads to an understanding of the necessary efforts to achieve their goals, but also contributes to the development of a positive and responsible attitude to their own activities. Teachers of inclusive education most often use such tools for evaluating educational results as a portfolio of achievements and a table of students' educational results [7]. However, the monitoring showed that innovative forms and methods of control are most often used in inclusive practice as auxiliary, since the results obtained with their help are not taken into account in the final assessment of students' achievements. Developed by educational institutions, their own assessment systems often do not pass the standardization procedure, and therefore information about the dynamics of children's success in the educational process is poorly comparable and insufficiently objective. It is required to deduce the principle of conformity of the criterion assessment of the achievements of normatively developing children and children with disabilities. A criterion is most often understood as a feature on the basis of which an assessment, definition or classification of something is made; a measure of evaluation. The concept of "criterion" correlates with the definition of the effectiveness of the educational process. E. A. Ponomarev points out that the performance criteria should be considered through qualitative or quantitative indicators [8]. Among other things, a necessary indicator of the effectiveness of an inclusive educational process is the inclusion of students in the planning and evaluation of their own educational results [9].

In inclusive learning, monitoring, verification and evaluation of learning outcomes are integral elements of the educational process, without which it is impossible to fully interact between teacher and student.

In the national didactics, the terms "control" and "verification" are considered synonymous. Although in didactics and methodological literature the term "verification" is used in a narrow sense as a methodological technique in connection with the evaluation of the results of a particular task, it is more characterized by educational functions, and control is aimed at identifying the level of assimilation by students of the already studied material.

Control functions.

The teacher resorts to such control functions: diagnostic, educational, diagnostic-corrective, stimulating- motivational, developing-educational.

Diagnostic - provides for determining the level of knowledge of an individual student, identifying the level of readiness to assimilate new material, gives the teacher the opportunity to plan and present the educational material in a certain way,

provide the necessary individual assistance in a timely manner; prevent possible difficulties, adjust the educational tasks of the individual curriculum.

Training - consists in improving the study of new material, its assimilation, reproduction, application, clarification and deepening of knowledge, their systematization, improvement of skills and abilities.

Diagnostic and corrective - which involves finding out the causes of difficulties that arise in a particular student during training, identifying gaps in knowledge and skills, making adjustments to the activities of the student and teacher aimed at eliminating these gaps.

Stimulating-motivational - which is designed to develop the desire to improve their results, forms positive motives for teaching.

Developing- educational - consists in the formation of the ability to work independently and with concentration, promotes the development of diligence, perseverance, activity, mutual assistance and other personality qualities.

The implementation of control (verification and evaluation) in the learning process in an inclusive classroom is determined by the following didactic principles:

- systematic, due to the need to exercise control throughout all stages of training;
- comprehensiveness, which provides for determining the effectiveness of the student's correction of educational and cognitive activity and the actual activity, the level of mastery of knowledge, skills and abilities in accordance with educational goals;
- differentiation and individualization caused by polymorphism of manifestations of violations of educational and cognitive activity of students with special educational needs.

In general, the types of violations of the structure of educational and cognitive activity of students with special educational needs can be represented as follows.

Disorders associated with the deficient development of the function of regulation of educational and cognitive activity. These are, first of all, attention deficit states with hyperactivity or hypoactivity, underdevelopment of motivational and emotional-volitional spheres, disorders of working capacity of various origins. As a rule, these children cannot work for a long time in the classroom together with the whole class, they learn the learning material better in the process of individual work, when a teacher or a teacher's assistant takes over the function of organizing control of their activities. Disorders that are a consequence of the reduced intellectual development of children. Children can successfully assimilate educational material if it is served in small parts, are able to use help, are very sensitive to encouragement, praise [10-13]. These factors significantly increase their productivity. Another group of violations of educational and cognitive activity is associated with insufficient intellectual development due to a reduced ability to learn. The latter manifests itself in a special rigidity, inflexibility of thinking, as a result of which children use very

limited help, and have difficulties in operating on their existing experience. These children assimilate the program material with considerable difficulties.

Materials and methods

Assessment provides feedback to students necessary to choose the most effective teaching methods in order to improve the quality of the educational process. The assessment should be adaptive and should not be a tool for "sorting" students. In an inclusive school, the assessment must meet the following criteria: objectivity, informativeness, providing feedback. Any assessment methods and technologies should take into account the specific types of disability or problems of the student. This also requires adaptive teaching: inclusive education requires the teacher to possess a wide range of strategies and teaching methods. This means not only a variety of methods developed for mass schools, but also special methods of teaching children with disabilities. Therefore, the criteria assessment of students with intellectual disabilities should be highly variable, in accordance with the characteristics of the four typological groups. The Academy of Pedagogical Sciences, conducted under the leadership of V. V. Voronkova, provided the possibility of identifying children with intelligence disorders according to four typological features obtained as a result of many years of research by employees of the Research Institute of defectology [14-15].

The first typological group of students with disabilities consists of students who most successfully master the program material in the process of frontal learning. They are able to complete the training task on their own. These children quickly memorize calculation techniques, ways of solving problems, and rarely need objective clarity. Usually it is enough for them to verbally indicate observations, phenomena that they know. They can plan the upcoming work, ways to complete tasks. It is important for students of this group to know why he was given this or that grade, according to what criteria.

Students of the second typological group, as a rule, children with mental retardation, also study quite successfully in the classroom. They mostly understand the teacher's frontal explanation, memorize the studied material well, but without the help of a teacher they are not able to make elementary conclusions and generalizations. They are distinguished by less independence in performing all types of work, they need both the activating and organizing help of a teacher. These students cannot imagine the phenomena, objects, events that are reported to them. Consciously perform a task only when it is illustrated with the help of objects. Verbally formulated information does not always cause them to have the necessary ideas. These children work slower than the students of the first group, but they also need to know the basic criteria for assigning a particular grade.

The third typological group includes students with disabilities, including and intellectual disabilities who have difficulty assimilating program material, needing various types of help. These students are characterized by a lack of awareness of the

newly reported material. It is difficult for them to determine the main thing, to establish a logical connection of the parts, to separate the secondary. They are unable to understand the material during the frontal classes, they need an additional explanation. They are distinguished by low independence. The organization of subject-practical activities, the use of visual aids do not guarantee the formation of their full-fledged knowledge. They keep in mind individual facts, requirements, recommendations for completing tasks, but memorization occurs without proper comprehension. Students of the third typological group have great difficulties in mastering phrasal speech.

The fourth typological group includes students who master the educational material with great difficulty. At the same time, only frontal training is not enough for them. They need to perform a large number of exercises, introduction additional training techniques, constant monitoring and prompts during the execution of work. Students need a clear repeated explanation from the teacher when performing any task. These students need a specific indication of them and explanations for their implementation. For children of this group, as a rule, an individual training program is compiled for each academic subject. Students of the third and fourth groups need a scrupulous explanation of the reasons for this or that assessment. It is desirable that the assessment has the character of emotional stimulation and is conditional. The assessment when studying in inclusive education is the current one, the final attestation grades are not issued, the student is considered to have listened to the subject.

So, in everyday work in the classroom, which may include students of all the typological groups listed above, as well as students with other learning needs and needs, the teacher sets and implements different learning goals, a differentiated and individual approach in teaching and evaluation is carried out. Monitoring and evaluation should be carried out in accordance with different objectives students' achievements that cannot be based on general assessment standards. The assessment should take into account the degree of advancement of a particular student, stimulate the process of his learning and development, perform educational and correctional-developmental tasks.

In didactics, control is considered as a means to identify the level of knowledge of students. The components of control are the identification, measurement (verification) and evaluation of students' academic achievements. The objects of control in the learning process are: knowledge, skills and abilities defined by educational programs; educational and cognitive knowledge and skills; actually, the activity itself; emotional and value personality traits that are significant for life in society.

The control system is designed to avoid subjective and erroneous value judgments that do not reflect the real achievements of the student in mastering knowledge. The objectivity of control is ensured by the following factors:

- a clear definition of the specific and general goals of mastering the content of the subject by the student;
- determination of specific goals of correction of educational and cognitive activity and the actual activity of the student;
- reasonable allocation of control objects (verification and evaluation).

In inclusive education, it is appropriate to use the following types of control: preliminary, current, thematic, final. All types of control are implemented using various methods. Accounting of control results in the form of evaluative judgments and conclusions or scores is conducted by the teacher in classroom journals, in the teacher's portfolio and the student's portfolio, in diaries, notebooks [14-15].

Control methods are methods of interrelated activity of a teacher and a student aimed at identifying and evaluating the content and nature of achievements of his educational and cognitive activity. With their help, the effectiveness of pedagogical management and teaching is determined at all stages of the learning process.

Results

The effectiveness of assessing the achievements of students with disabilities in the educational process of an inclusive school, in our opinion, cannot be considered in isolation from the evaluation of the results of the teacher's activities and the results of the school's activities. It should be a unified system of criteria developed on the basis of the principles of inclusive education, an activity-based approach, taking the position of subject-subject relations of participants in the educational process, taking into account the specifics of the conditions of a particular educational organization. The allocation of such criteria is debatable. As a possible option, consider the following groups.

1. Criteria for evaluating the activities of students with disabilities in an inclusive classroom. As such, in the traditional training system, there is a mark for performing tasks of a predominantly reproductive nature: "right" – "wrong", counting the total number of correctly completed tasks. In the context of inclusive practice and in the light of the designated positions, indicators of educational results can be: a) compliance with the accepted standard, not as a qualification, but as a guideline in the process of piecemeal analysis of tasks performed by the student in accordance with the accepted and approved evaluation system of the educational institution; b) dynamics in the development of personal qualities of students, self-assessment of the student and assessment of his personal qualities by the teacher and parents; c) creative achievements, evaluation of creative works by content analysis, fixation of creative achievements in the classroom; d) individual educational trajectory – educational characteristics given by the teacher, reflective records of students.

2. Criteria for evaluating the activity of a teacher whose indicators are: a) methodological competence – development of adapted basic general education programs, pedagogical tools, analysis of simulated classes and creative works; b)

knowledge of the organization of an inclusive educational process (organizational and activity qualities) - development and implementation of inclusive classes, reflection of educational activities; c) research (innovative, experimental) activity – development of didactic methods and techniques for implementation in inclusive practice, technologies taking into account the psychophysiological characteristics and limitations of special students; d) ideological pedagogical position – value attitude to special children, to the problems of their development.

3. Criteria for evaluating the school's activities, as its indicators: a) the existence and validity of the concept of the implementation of inclusive practice, school programs and work plans and other documentation, their expert assessment and comparative analysis with the concepts of different schools; b) the effectiveness of the administrative system of organizing an inclusive educational process; c) the system of pedagogical and parental training – documentation and the system of organizing the activities of teachers and parents.

Thus, the issue of assessing the achievements of students with disabilities in an inclusive practice is focused on the development of a system and measurement methods that allow for an effective assessment of the dynamics of their development.

Discussion

Developing a comprehensive and effective system for assessing the achievements of students with disabilities in an inclusive practice. It recognizes the need to move beyond traditional binary assessments, emphasizing the importance of personal growth, creativity, adaptability, and a supportive and inclusive educational environment. This approach aligns with the principles of inclusive education, where the ultimate goal is to provide equitable and quality education for all students, regardless of their abilities or disabilities.

Therefore, the system for assessing students' academic achievements in school development in the conditions of competent education by taking into account the following principles required:

- differentiation of the level of mastery;
- criterion-based assessment;
- objectivity of assessment;
- individualization of assessment;
- publication of the assessment [18-20].;

In inclusive classes, training is carried out on a moral basis, on a personality-oriented basis, taking into account developmental, differential and individual needs.

Conclusion

In this scientific work, features of the implementation of the requirements for the approval of the rules for the development of State mandatory educational standards (state educational standards) of the updated content of education in the

conditions of inclusive education in primary, basic secondary, general secondary school, psychological and pedagogical foundations of criterion-based assessment of the educational achievements of students with special educational needs in the conditions of inclusive education, tasks and functions of pedagogical assessment of the educational achievements of students with special educational needs in the conditions of inclusive education, the requirements for the system of criterionbased assessment of the educational achievements of students with special educational needs in the context of inclusive education, criteria and procedure for assessing the educational achievements of students with special educational needs in the context of inclusive education are considered.

At the same time, before the meeting of the advisory and pedagogical group, its members should give sufficient time to understand and thoroughly process the report on each assessment. In addition, before the meeting, the teacher should hold a meeting with its main participants (including parents) and provide information on the formative and final assessment data in the lesson.

For the evaluation to be effective:

- have a clear idea of all the expected results;
- use different methods and techniques;
- take into account the value of methods;
- collect sufficient data, recognize student progress from different angles;
- be fair to each student of the chosen methods;
- establish clear criteria for achievements;
- provide feedback to the student;
- highlighting and correcting priority areas of work;
- draw attention to the shortcomings;
- it should be accompanied by a comprehensive assessment system and reporting.

Teachers collect assessment results for different purposes. For example, a learning assessment or final assessment allows you to evaluate students' achievements in comparison or according to the requirements of the curriculum. With the technology of programmed learning, many children stop attending the children's collective and begin to study remotely without acquiring social skills. Today, school distance learning is becoming popular in the world.

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МҮМКІНДІГІ ШЕКТЕУЛІ БІЛІМ БЕРУ ОРТАСЫНДА БІЛІМ АЛУШЫЛАРДЫҢ ОҚУ ЖЕТІСТІКТЕРІН КРИТЕРИАЛДЫ БАҒАЛАУ

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Аңдатпа. Мақалада мүмкіндігі шектеулі білім ордаларында білімгер немесе білім алушылардың жеткен жетістіктерін бағалаудың өзекті мәселесі талқыланады. Авторлар қазақстандық Инклюзивті тәжірибеде білім беру нәтижелерін бағалау жүйесіндегі бар қайшылықтарды сипаттайды. Инклюзивті білім беру саласындағы мамандардың мониторингтік зерттеулері мен жарияланымдарының деректері не берген мәліметтері негізінде мүмкіндігі шектеулі оқушылардың білім жетістіктерін критериалды бағалаудың ең жиі қолданылатын құралдары анықталды. Зерттеу нәтижесінде инклюзивті білім беру процесінің әртүрлі субъектілерінің қызметін бағалаудың мүмкін параметрлері жүйесі ұсынылған. Білім алушылардың тілдік пәндер бойынша академиялық жеткен жетістіктерін бағалау критерийлері Блум таксономиясына негізделіп жасалған. Оқушылардың академиялық жетістіктерін бағалау критерийлері білім берудің барлық деңгейлерінде әзірленген. Білім алушылардың нақты қол жеткізген нәтижелерінің жоспарланған оқу мақсатына сәйкестік дәрежесін белгілей отырып, ерекше қажеттіліктері бар балалар үшін бұрын белгілі өлшемдерге сәйкес білім алушылардың білім жетістіктерін бағалау жалғасуда. Бүгінгі таңда ең күрделі мәселе инклюзивті немесе мүмкіндігі шектеулі білім ордасындағы оқушылардың жетістіктерін бағалау болып табылады, бұл бірқатар қайшылықтардың шиеленісуіне әкеледі: - педагогикалық мониторингтің тұлғалықбағдарланған жүйесін құрудың объективті қажеттілігі мен қазіргі білім берудің оқу жетістіктерін бағалауға бағдарлануы арасында.

Сонымен қатар, білім алушылардың жеке басы емес, тек жұмыстары бағаланады; білімгерлердің жұмысы басқа білім алушының жұмысымен емес, эталонмен (өте жақсы орындалған жұмыс түрі) салыстырылады; стандарт білім алушыларға алдын-ала белгілі болады. Сіз бұрын оқытқан нәрсені ғана бағалай аласыз, сондықтан бағалау критерийлері оқу мақсаттарының нақты көрінісі болып табылады.

Тірек сөздер: инклюзия, бағалау критерийі, зерттеу, бағалау, әдістер, білім, мүмкіндігі шектеулі, өлшемдер, көрсеткіштер

КРИТЕРИАЛЬНОЕ ОЦЕНИВАНИЕ УЧЕБНЫХ ДОСТИЖЕНИЙ ОБУЧАЮЩИХСЯ В ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ

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Аннотация. В статье обсуждается актуальная проблема оценки достижений учащихся в инклюзивной школе. Авторы описывают существующие противоречия в системе оценки образовательных результатов в казахстанской инклюзивной практике. На основе данных мониторинговых исследований и публикаций специалистов в области инклюзивного образования выявлены наиболее часто используемые инструменты критериальной оценки образовательных достижений учащихся с ограниченными возможностями. В результате проведенного исследования представлена система возможных параметров оценки деятельности различных субъектов инклюзивного образовательного

процесса. Критерии оценки академических достижений студентов по языковым дисциплинам основаны на таксономии Блума. Критерии оценки академических достижений учащихся разработаны на всех уровнях образования. С установлением степени соответствия реально достигнутых результатов обучающихся планируемой цели обучения, для детей с особыми потребностями продолжается оценка образовательных достижений обучающихся в соответствии с ранее известными критериями. Наиболее сложным вопросом на сегодняшний день является оценка достижений учащихся в инклюзивной школе, что приводит к обострению ряда противоречий: - между объективной необходимостью создания лично-ориентированной системы педагогического мониторинга и ориентацией современного образования на оценку учебных достижений.

В то же время оценивается только работа, а не личность учащихся; работа студента сравнивается с эталоном (тип работы, выполненной очень хорошо), а не с работой другого студента; стандарт будет известен студентам заранее. Вы можете оценить только то, что вы уже преподавали, поэтому критерии оценки - это четкое представление о целях обучения.

Ключевые слова: инклюзия, критерий оценки, исследование, оценка, методы, образование, ограниченные возможности, параметры, индикаторы

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