

**THE MINISTRY OF HIGHER AND SECONDARY SPECIAL  
EDUCATION**

**OF THE REPUBLIC OF UZBEKISTAN**

**THE UZBEK STATE UNIVERSITY OF WORLD LANGUAGES**

**I ENGLISH FACULTY**

# **PAPER**

**THE THEME: Assessment of the writing task at language  
universities**

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Considerable changes have been made in the educational sphere of Uzbekistan after the adoption of the Presidential Decree 1875. Teaching and learning foreign languages, namely English became an essential issue throughout the country. The major thing which is gradually being implemented is CEFR for foreign languages. All the teaching materials should be referred to CEFR while teaching at the educational places, starting from schools and ending with the higher educational institutions. In terms of assessment it must also be referred to CEFR can do statements for different language skills.

In our case, we'll look deep into the writing assessment criteria:

Teachers should show their students different tasks on writing:

Written – spoken tasks like sms, letter, e-mail

Formal proeses like essay, article, and report

The evaluation of the writing test is based on four independent assessment criteria:

1. Overall impression, register and task achievement
2. Cohesion, fluency and organization
3. Vocabulary range and control
4. Grammatical range and accuracy

Teachers should enhance the following guidelines for the writing test:

- The purpose of the test may be **general proficiency**, for a specific purpose.
- The description of test background may contain the reasons for developing the test, a description of the suite of which this test is a part, or other such details.
- Skills, in addition to writing, which are involved in the completion of this task (regardless of whether they are explicitly recognised at the rating stage).
- Describe how marks are distributed in this section of the task and what candidates would need to include achieving full marks on this task.
- Explain how the task is rated (e.g. **clerically, machine marked**), what instruments are used and what aspects are considered when deciding the grade.
- Describe the measures taken to ensure Writing tasks are set at the appropriate level. This description may include the process of question paper production and trialling.
- If not specified, expected time.
- Choose from: **letter (business), letter (personal), review, academic essay, composition, report, story, proposal, article, form**, other (specify).
- The functions which might be expected in the response. Choose from: **describing (events), describing (processes), narrating, commentating, expositing, explaining, demonstrating, instructing, arguing, persuading, reporting events, giving opinions, making complaints, suggesting, comparing and contrasting,**

**exemplifying, evaluating, expressing possibility/probability, summarising, other**

- The topic or theme. Choose from: **personal identification, house and home/environment, daily life, free time/entertainment, travel, relations with other people, health and body care, education, shopping, food and drink, services, places, language, weather, other**
- The expected purpose(s) of the response. Choose from: referential (to give ‘objective’ facts about the world), emotive (to describe the emotional state of the writer), conative (to persuade the reader(s)), phatic (to establish or maintain social contact with the reader(s)), metalingual (to clarify or verify understanding), poetic (writing for aesthetic purposes).
- State the criteria used in marking. Choose from: **grammatical range, grammatical accuracy, lexical range lexical accuracy, cohesion and coherence, content/task fulfilment, development of ideas, orthography, other (specify).**

In order to assess the achievement of the tasks it would be better if the teachers of the language institutions check the accuracy of the student’s written work according to the given correction codes:

**CORRECTION SYMBOLS FOR CMSFQ HIGH SCHOOL  
2007-8**

IDEAS		GRAMMAR	
+	Add details, expand idea	ag	Agreement problem
pr	Add evidence, proof	F	Fragment
?	Confusing, incoherent	//	Parallelism problem
Con	Contradiction	Pr	Pronoun reference wrong
G	Generalization	P	Punctuation problem
R	Repeated idea	RO	Run on sentence
ORGANIZATION		SP	Spelling problem
Th	Thesis confusing	T	Tense problem
H	Problem with hook	WO	Word order problem
TS?	No topic sentence	/\	Insert word
		≡	Capitalization
Spt ex	Supports not explained, commented on		Close space
Concl	Problems in conclusion	⊙	Add period
	Begin new paragraph here	∅	Omit
○	Move	VOCABULARY	
		I	Informal
→	Indent	Sh	Needs to show, not tell
Tn	Transition needed	SPA	Spanish Translation
		Tr	Trite
		WC	Wrong connotation
		WW	Wrong word

→ So I <sup>sp</sup>to will here end my story. If <sup>it</sup>is  
 well<sup>t</sup>told and to the point, that is  
 what I myself desired; <sup>if</sup>if it is poorly  
 done and mediocre, that was the best  
 that I could do. <sup>for</sup>for just as it is harm-  
 ful to alone drink wine. Or, again, to <sup>Fr</sup>Fr  
 drink water alone, while water mixed  
 with wine is sweet and delicious and  
 > enhances one's enjoy<sup>ment</sup>ment, so also  
 the style of the story delights <sup>M</sup>the  
 ears of those who read the work-and  
 here will be the end.

Above we can see one sample of the checked written work.

After checking students should be shown their papers so that they could understand what inaccuracies they've got.

Students will not be strictly penalized for going a little over the word limit; however the questions can be effectively answered in the word limit and if students go significantly over this it is likely that their answer will be less well organized or repetitive. Students may also have difficulty managing their time if their answers are long. It is fine if they cross out any errors.

Although the criterion is set some teachers may find it difficult to assess, because different teachers assess in different way. In order to achieve successful results teachers should be trained in this sphere by:

Organizing different workshops, seminar trainings;

Training with illustrative samples of the written work;

Bench-marking the student's work;

Implementing it in their home institutions.

In conclusion, CEFR implementation is gradually being enhanced to the educational institutions and written test is considered to be the hardest part to check. Assessing it correctly, teachers should put their heart and should do this work. It is hoped that the CEFR scales will be completely set and teaching and learning the languages will be improved to high extent.

USED MATERIALS:

1. Council of Europe. Criteria for assessment
2. [www.teachers.cambridgeesol.org](http://www.teachers.cambridgeesol.org)