

EXAMINATION OF A2 LEVEL LEARNERS' WRITING PROFICIENCY

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FTO'24_01

<https://doi.org/10.5281/zenodo.14744323>

Annotation: The examination of A2 level learners' writing proficiency is an essential aspect of assessing their language development and evaluating their ability to communicate effectively through writing. Assessments provide valuable insights into learners' strengths and areas for improvement, helping educators tailor their instruction to meet specific needs. Various assessment methods and tools are employed to measure A2 level learners' writing proficiency accurately.

Key words: Rubrics, assessment, educator, feedback, content, organization, vocabulary choice, and grammar usage in a time-sensitive environment.

The evaluation of writing samples through rubrics is a widely employed assessment method for measuring A2 level learners' writing proficiency. Rubrics provide a systematic and objective framework for assessing various aspects of writing, including organization, coherence, vocabulary usage, grammar accuracy, and overall communication. By using rubrics, educators can ensure consistency in evaluation and provide learners with valuable feedback for improvement.

As described by Brown and Abeywickrama (2010), "Rubrics offer a clear and structured way to evaluate A2 level learners' writing by providing specific descriptors and performance levels for each criterion." Rubrics consist of a set of predetermined criteria and corresponding descriptors that define different levels of performance. Educators use these rubrics to assess learners' writing samples and assign scores or levels based on the extent to which learners meet the criteria.

Here is an example of a rubric for evaluating the organization and coherence of a paragraph written by an A2 level learner:

Criterion: Organization and Coherence

Level 1: Limited organization and coherence

The paragraph lacks a clear introduction, body, and conclusion.

Ideas are disorganized and do not flow logically.

There is limited use of linking words to connect ideas.

Level 2: Partial organization and coherence

The paragraph includes a basic introduction, body, and conclusion.

Ideas are somewhat organized, but the flow is not consistently maintained.

Some use of linking words is evident but may be imprecise or repetitive.

Level 3: Adequate organization and coherence

The paragraph has a clear introduction, body, and conclusion.

Ideas are generally well-organized and follow a logical progression.

Effective use of linking words enhances coherence and cohesion.

Level 4: Strong organization and coherence

The paragraph demonstrates a well-developed introduction, body, and conclusion.

Ideas are effectively organized and flow smoothly.

Skillful use of a variety of linking words creates coherence and cohesion.

By applying this rubric, educators can assess learners' paragraphs and provide specific feedback based on the observed level of organization and coherence. This allows learners to understand their strengths and areas for improvement in organizing their ideas within a paragraph.

One notable advantage of using rubrics is the transparency they offer in the assessment process. Both educators and learners can have a clear understanding of the expectations and standards for each criterion. Rubrics also facilitate effective communication of assessment outcomes, as educators can provide constructive feedback based on specific descriptors.

In conclusion, the evaluation of writing samples through rubrics is a valuable and widely utilized assessment method in measuring A2 level learners' writing proficiency. The use of rubrics, as supported by Brown and Abeywickrama (2010), provides a structured and consistent approach to assess various aspects of writing. By employing rubrics, educators can provide learners with meaningful feedback and guide their progress towards becoming more proficient writers.

Timed writing tasks are a commonly used assessment method that involves providing A2 level learners with a specific topic or prompt and a restricted time frame to compose a written response. This form of assessment simulates real-world writing situations where learners must generate ideas, organize their thoughts, and produce a coherent piece of writing within a given time limit. Timed writing tasks not only evaluate learners' writing proficiency but also assess their ability to work under time constraints and demonstrate effective communication skills.

As Bachman and Palmer (2010) emphasize, "Timed writing tasks are valuable for assessing A2 level learners' ability to generate ideas, organize their thoughts, and produce coherent written texts within a limited timeframe." These tasks require learners to think quickly and efficiently, making decisions about content, organization, vocabulary choice, and grammar usage in a time-sensitive environment.

Here's an example of a timed writing task prompt for A2 level learners:

Topic: "Describe your favorite holiday destination."

Prompt: In 30 minutes, write a paragraph describing your favorite holiday destination. Explain why you enjoy visiting this place and highlight some of the activities and attractions it offers. Focus on using descriptive language and organizing your ideas effectively.

In this task, learners are given a specific topic, a time limit of 30 minutes, and clear instructions on what to include in their response. This prompt encourages learners to showcase their writing skills by describing their favorite holiday destination and providing supporting details within the given time frame.

Timed writing tasks offer several advantages as an assessment method. Firstly, they assess learners' ability to think and write under time pressure, which is a valuable skill in real-life situations such as exams or time-sensitive writing tasks in academic or professional contexts. Secondly, these tasks provide a snapshot of learners' writing proficiency, allowing educators to assess their ability to generate ideas, organize their thoughts, and express themselves coherently within a limited timeframe.

Portfolio assessment is a valuable method used to evaluate A2 level learners' writing proficiency by compiling a collection of their written work over a period of time. Portfolios provide a holistic view of learners' progress and development, allowing educators to assess their writing skills, track growth, and demonstrate achievements. This form of assessment promotes learner reflection, self-assessment, and the ability to showcase their writing abilities in diverse contexts.

As Hamp-Lyons highlights, "Portfolios offer A2 level learners the opportunity to reflect on their writing, monitor their growth, and demonstrate their achievements over time." By collecting and organizing a range of writing samples, learners can observe their progression, identify areas of strength, and set goals for improvement. The portfolio serves as a comprehensive record of their writing journey.



For example, a writing portfolio for an A2 level learner might include various types of written work, such as paragraphs, short compositions, reflective pieces, and even samples of edited and revised drafts. The portfolio can showcase the development of vocabulary use, grammar accuracy, organization, coherence, and overall writing skills.

Here are some key elements of employing portfolio assessment for evaluating A2 level learners' writing proficiency:

Selection of Writing Samples: Learners and educators collaboratively choose representative writing samples to include in the portfolio. These samples should demonstrate the learners' growth and showcase their ability to meet specific writing objectives.

Reflection and Self-Assessment: Learners are encouraged to reflect on their writing process, identify areas of improvement, and provide self-assessment of their strengths and weaknesses. This reflective component promotes metacognitive skills and encourages learners to take ownership of their learning.

Goal Setting: Learners can set personal writing goals based on feedback received and areas identified for improvement. These goals can be documented in the portfolio, allowing learners to track their progress and demonstrate their commitment to growth.

Feedback and Assessment: Educators provide feedback on the writing samples included in the portfolio, highlighting strengths, offering suggestions for improvement, and identifying areas for further development. This feedback can be both written and verbal, providing learners with guidance and support.

In conclusion, portfolio assessment is a powerful method for evaluating A2 level learners' writing proficiency. As advocated by Hamp-Lyons (2001), portfolios enable learners to reflect on their writing, monitor their growth, and demonstrate their achievements over time. By including diverse writing samples and engaging in self-assessment, learners can actively participate in the evaluation process, fostering a sense of ownership and promoting continuous improvement.

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