READING 1
Assessment specifications

Reading Log for Semester 1, During each semester students must fulfil several tasks based on their reading over the semester as a part of continuous assessment.
Choose one from the given options:

Reading log 1 **Reflection on what I like to read (September)**
For this entry you will have to write a reflective paragraph (no less than 100 words) addressing the following issues:
* What do you usually read in English?
* How often do you read?
* Do you like/dislike reading? Why?

Reading Log 2 **Critical report on short stories (October)**
For this entry you will have to read 5 short stories (3 pages minimum in length) and write a critical report for each story. Include the following points in your report:
* What did you read (title, author)?
* When did you read (how long it took)?
* Brief summary of the story.
* Is the story worth reading? Why?

Reading Log 3 **Critical report on feature articles from newspapers and magazines (December)**
For this entry you will have to read 5 feature articles and write a critical report for each article. You can take feature articles from newspapers and magazines in print (for example, The Times, The Week, EL Gazette, Uzbekistan Today) or get them from on-line newspapers and journals (for example, Guardian, UzReport, BBC World). In your report include the following points:
* What did you read (title, author, newspaper/magazine, date of issue)?
* When did you read it?
* How long did it take you to read it?
* Brief summary of the article
* Is the article worth reading? Why?

Reading log and test specifications:

Continuous Assessment
There are three options for reading logs during the semester 1. Each reading log is based on critical review or response to various new texts and there is 1 reading test. Texts for the test should be from feature articles, stories and poems.

Mid-course Assessment (November and April)
There is one reading test for mid-course assessment. The mid-course reading test is based on three different new texts. Texts should be from professional and popular scientific sources. Each text in the reading test has a number of various tasks attached to it. Tasks in the mid-course reading test focuses on reading strategies

taught during the course.
Time for the mid-course reading test is 80 minutes*.*
Final Assessment
There is one test for final assessment. The reading test is based on three different new texts. Texts should be from professional and popular scientific sources. Each text in the reading test has a number of tasks. Tasks in the reading test focus on reading strategies taught during the course. The tasks could be also reading and summarising, reading and agreeing/disagreeing.
Time for each reading test is 80 minutes.

Reading Log for Semester 2

During each semester students must fulfil several tasks based on their reading over the semester as a part of continuous assessment.
Choose one from the given options:

Reading Log 4 **Short bio of an author (February)**

> For this entry choose an author (a writer, poet, playwright) you want to read about. Look for information about this author in internet, encyclopaedia, books etc. Make a copy of the texts where you can find and highlight the following information in the texts:
> * Name
> * Date and place of birth
> * Family
> * Works
> * Awards
> * Hobbies/interests
>
> Then write a short bio including the above points and an introductory paragraph about why you chose this author. Attach the texts that you referred to.

Reading Log 5 **Reflection on the reading skills that I have developed (March)**
> For this entry you will have to write a reflective paragraph of not less than 200 words. Reflect on the reading skills that you have developed during the Reading course over the semester. The following might guide you:
> * reading problems that you have overcome (refer to course description)
> * variety of strategies you started using to achieve comprehension (refer to course description)
> * benefits to you of regular reading

Reading Log 6 **Critical review of an extract from a novel (May)**

> For this task you will have to read extracts from a novel (50-100 pages minimum in length) and write a critical review. Include the following points:
> * Title and author of the novel
> * Brief summary of the novel
> * Reflection on the novel
> * Critical analysis of the novel

Criteria for reflection on what I like to read (30 points)

	Beginning 5-below	**Developing 6-7**	**Accomplished 8-9**	**Advanced 10**
Reflection on reading preferences	Limited reflection on reading preferences. Benefits from readings are vaguely stated.	Partial reflection on reading preferences. Benefits from readings are mentioned but not thoroughly explored.	Substantial reflection on reading preferences. Benefits from readings are clearly stated and supported with examples.	Comprehensive reflection on reading preferences. Benefits from readings are eloquently articulated with deep analysis.
Giving reasons for liking and disliking reading	Struggles to give own opinion with coherent reasons or lacks depth.	Presents own opinion with some reasons provided.	Effectively articulates own opinion with clear and logical reasons.	Provides a well-reasoned opinion with insightful description and clearly stated reasons.
Benefits from self-study readings	Unclear or minimal statement of benefits from self-study readings. Benefits are vaguely mentioned without support or examples. Lacks insight into the impact of readings on learning.	Some benefits from class and self-study readings are mentioned. Benefits are outlined without detailed explanations. Provides basic reasoning for the positive impact of readings.	Clearly states benefits from class and self-study readings. Benefits are supported with examples and explanations. Demonstrates a good understanding of how readings have contributed to knowledge and skills.	Thoroughly articulates and analyzes benefits from class and self-study readings. Benefits are deeply explored with insightful reflections. Shows a profound understanding of the transformative impact of readings on learning and personal growth.

Criteria for critical report on short stories (30)

	Beginning 3-below	**Developing 6-4**	**Accomplished 8-7**	**Advanced 9-10**
Brief Summary of the short story	Provides a limited summary of the short story that lacks key	Provides a basic summary of the short story with some key details and main points, but	Provides a well-developed summary of the short story, including key details and main	Provides a comprehensive and insightful summary of the short story, capturing all key

	details and main points. Summary is inaccurate.	may lack coherence and depth.	points in a clear and organized manner.	details and main points effectively.
Detecting Author's Point of View/Attitude	Struggles to identify the author's point of view or attitude, with little to no supporting evidence from the text.	Partially identifies the author's point of view/attitude towards the subject with limited evidence from the text.	Successfully identifies the author's point of view/attitude towards the subject with clear evidence and examples from the text.	Thoroughly analyzes and interprets the author's point of view/attitude towards the subject with comprehensive evidence and insight from the text.
Giving Own Opinion with reasons for recommendation	Offers a superficial opinion about the story without substantial reasons or personal insights.	Presents a basic opinion about the story with some reasons provided, but lacks depth and critical analysis.	Presents a well-supported opinion about the story with clear reasons and personal insights demonstrating understanding.	Presents a sophisticated and critical opinion about the story with strong reasons, personal insights, and reflection on the learning impact.

Criteria for critical report on feature articles from newspapers and magazines (30)

	Beginning 3-below	Developing 6-4	Accomplished 8-7	Advanced 9-10
Brief Summary of the Article	Provides a limited summary of the article that lacks key details and main points. Summary is inaccurate.	Provides a basic summary of the article with some key details and main points, but may lack coherence and depth.	Provides a well-developed summary of the article, including key details and main points in a clear and organized manner.	Provides a comprehensive and insightful summary of the article, capturing all key details and main points effectively.
Detecting Author's Point of View/Attitude	Struggles to identify the author's point of view or attitude, with little to no supporting	Partially identifies the author's point of view/attitude towards the subject with limited evidence	Successfully identifies the author's point of view/attitude towards the subject with clear evidence and examples from	Thoroughly analyzes and interprets the author's point of view/attitude towards the subject with comprehensive

	evidence from the text.	from the text.	the text.	evidence and insight from the text.
Giving Own Opinion with Reasons	Offers a superficial opinion about the article without substantial reasons or personal insights.	Presents a basic opinion about the article with some reasons provided, but lacks depth and critical analysis.	Presents a well-supported opinion about the article with clear reasons and personal insights demonstrating understanding.	Presents a sophisticated and critical opinion about the article with strong reasons, personal insights, and reflection on the learning impact.

Criteria for critical report on feature articles from newspapers and magazines (30)

	Beginning 3-below	Developing 6-4	Accomplished 8-7	Advanced 9-10
Understanding of the Text	Limited evidence of understanding of the text.	Basic evidence present but lacks depth and detail.	Solid understanding demonstrated with clear evidence and examples.	Sophisticated understanding shown with nuanced analysis and relevant textual references.
Detecting Author's Point of View	Difficulty in identifying the author's point of view and attitude.	Can identify the author's point of view with some support from the text.	Able to accurately detect author's point of view with textual evidence.	Shows exceptional skill in deciphering author's point of view with in-depth textual analysis.
Expressing Own Opinion with Reasons	Struggles to give own opinion with coherent reasons or lacks depth.	Presents own opinion with some reasons provided.	Effectively articulates own opinion with clear and logical reasons.	Provides a well-reasoned opinion with insightful analysis and constructive suggestions for the author.

Criteria for Short bio of an author (30)

	Beginning 3-below	Developing 6-4	Accomplished 8-7	Advanced 9-10
Understanding of the on-line text	Limited evidence of understanding of the text.	Basic evidence is present but lacks depth	Solid understanding demonstrated with	Sophisticated understanding shown with

		and detail.	clear evidence and examples.	nuanced analysis and relevant textual references.
Ability to give recommendation	Offers a superficial opinion about the author without substantial reasons or personal insights.	Presents a basic opinion about the author with some reasons provided, but lacks depth and critical analysis.	Presents a well-supported opinion about the author with clear reasons and personal insights demonstrating understanding.	Presents a sophisticated and critical opinion about the author with strong reasons, personal insights.
Expressing Own Opinion with Reasons	Struggles to give own opinion with coherent reasons or lacks depth.	Presents own opinion with some reasons provided.	Effectively articulates own opinion with clear and logical reasons.	Provides a well-reasoned opinion with insightful analysis and constructive suggestions for the author.

Criteria for reflection on the reading skills of students (30)
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	Beginning 3-below	**Developing 6-4**	**Accomplished 8-7**	**Advanced 9-10**
Reflection on reading skills and strategies	Limited reflection on reading skills and strategies developed during the course. Minimal recognition of problems encountered in reading. Benefits from readings are vaguely stated.	Partial reflection on reading skills and strategies developed during the course. Some problems encountered in reading are identified. Benefits from readings are mentioned but not thoroughly explored.	Substantial reflection on reading skills and strategies developed during the course. Challenges encountered in reading are clearly identified and discussed. Benefits from readings are clearly stated and supported with examples.	Comprehensive reflection on reading skills and strategies developed during the course. Thorough examination of problems encountered in reading with insight. Benefits from readings are eloquently articulated with deep analysis.
Identification of reading	Struggles to detect problems	Able to detect some problems	Effectively detects most problems in	Proficiently detects all problems in

problems	in reading that students encountered during the course. Identifies only surface-level issues in reading. Lacks depth in understanding the root causes of reading problems.	in reading that students encountered during the course. Identifies a few key issues impacting reading. Shows some understanding of underlying reasons for reading challenges.	reading that students encountered during the course. Identifies a range of issues affecting reading comprehension. Demonstrates a good grasp of the root causes of reading problems.	reading that students encountered during the course. Identifies a comprehensive set of issues contributing to reading difficulties. Shows a deep understanding of the complex underlying reasons for reading challenges.
Benefits from class and self-study readings	Unclear or minimal statement of benefits from class and self-study readings. Benefits are vaguely mentioned without support or examples. Lacks insight into the impact of readings on learning.	Some benefits from class and self-study readings are mentioned. Benefits are outlined without detailed explanations. Provides basic reasoning for the positive impact of readings.	Clearly states benefits from class and self-study readings. Benefits are supported with examples and explanations. Demonstrates a good understanding of how readings have contributed to knowledge and skills.	Thoroughly articulates and analyzes benefits from class and self-study readings. Benefits are deeply explored with insightful reflections. Shows a profound understanding of the transformative impact of readings on learning and personal growth.

Criteria for critical review of an extract from a novel (30)

	Beginning 3-below	**Developing 6-4**	**Accomplished 8-7**	**Advanced 9-10**
Brief Summary of the Plot	Provides a vague or incomplete summary of the plot with minimal details and miss key points. Lacks coherence and organization. Shows little understanding of the	Provides a basic summary of the plot with some key points identified. The summary is somewhat coherent but may lack clarity	Provides a clear and detailed summary of the plot with most key points correctly identified. The summary is well-organized and	Provides a comprehensive and insightful summary of the plot with all key points accurately identified. The summary is exceptionally

	storyline.	in connecting major events. Shows limited understanding of the storyline.	coherent, demonstrating a good understanding of the storyline.	well-structured and coherent, showcasing a deep understanding of the storyline.
Reasons for Enjoying or Disliking the Novel	Gives vague reasons for liking or disliking the novel. Lacks depth and insight into personal preferences. Recommendations are unclear and lack supporting details.	Provides basic reasons for liking or disliking the novel. Some insights into personal preferences are shared, but they are not well-developed. Recommendations lack specificity.	Offers clear and detailed reasons for both enjoying or disliking the novel. Shows a good understanding of personal preferences and provides adequate support for the opinions given. Recommendations are specific and relevant.	Provides profound and compelling reasons for both enjoying and disliking the novel. Demonstrates a deep understanding of personal preferences and provides strong, well-supported arguments. Recommendations are insightful, detailed, and tailored to the target reader.
Recommendation for Another Reader	The recommendation is generic and lacks personalization. Does not consider the interests or preferences of the target reader. Little relevance to potential readers.	Provides a basic recommendation without much personalization. Considers some general interests of the target reader but lacks specific details or tailored suggestions.	Offers a personalized recommendation with clear reasons why the novel would appeal to the target reader. Considers the reader's interests and preferences, providing some tailored suggestions.	Provides a highly personalized and insightful recommendation for the target reader. Presents compelling reasons why the novel would resonate with the reader, offering detailed and tailored suggestions based on the reader's interests.

Please note that although your writing skills will not be evaluated for the purposes of this course, you should try to express your ideas clearly in English.

Writing 1

Assessment specifications

Course Overview:

Writing Course 1 is designed to develop students' ability to build effective ommunication through writing text types specified in Indicative Content and ability to plan, draft, edit and revise their writing in straightforward ways.

Continuous assessment

Assessment Components for semester 1 (November)

ENTRY 1 A Formal Letter
Write a complaint/job application letter based on the situation provided by your teacher. Write about 180 words.

Criteria for a formal letter (30)

Mark	Advanced 10 - 9	Accomplished 8-7	Developing 6-4	Beginning 3-below
Task response	Fully specified	Specified to the most extent	Partially specified	Not specified
Content accuracy	- The letter clearly states the purpose - Appropriate explanations or facts are used to support the main idea - Easy to follow - Tone is appropriate for the intended audience	- The letter clearly states the purpose - Some explanations or facts used to support the main idea - Somewhat hard to follow - Tone is generally appropriate for the intended audience	- The purpose of the letter is unclear - More explanations or facts need to be used to support the main idea - Hard to follow - The tone is too informal for the intended audience	- The purpose of the letter is unclear - Main idea is not supported by explanations or facts - Letter rambles; hard to follow or understand - Tone is inappropriate for the intended audience
Organization	Accurately uses correct letter	Mostly uses correct letter	A few noticeable	Several noticeable errors

	format (heading, greeting, introduction, body, closure, signature)	format (heading, greeting, introduction, body, closure, signature,)	errors in the letter format (heading, greeting, introduction, body, closure, signature)	in the use of correct letter format (heading, greeting, introduction, body, closure, signature)
Accuracy and mechanics/	1 or no mistake	2 or 3 mistakes	4 or 5 mistakes	6 and more mistakes

ENTRY 2 Error Log

For this entry you will need to identify the most problematic error in your writing from self-evaluation recording (see **Attachment 1**below) and write a reflective paragraph focusing on the following issues:

- What is the cause of this error in your writings?
- What did you do on improving this error?
- Were the feedback/discussion/practice exercises helpful?

Write approximately 150 words and support it with example sentences from your writings.

ATTACHMENT 1: SELF-EVALUATION RECORD

Task specification: Students should keep a regular record of their common mistakes in this self-evaluation form. After you get feedback from your teacher on the final draft of your writing assignment, count the number of errors you made for each type in each writing assignments, and put the number in the appropriate space. Then, write an example from the original sentence in column 3 and revised form in column 4.

SAMPLE OF SELF-EVALUATION FORM

Types of Errors	Number of errors in each assignment			Original example with error	Revised sentence
	#1	**#2**	**#3**		
Verb/tense form					

Subject-verb agreement					
Articles/determiners					
Noun-endings: singular, plural, possessives					
Word errors-word choice, word form, formal vs informal usage					
Spelling					
Punctuation					
Redundancy (use of unnecessary words)					
Word order					
Sentence fragments					
Run-ons					

Criteria for error log (40)

	Beginning 3-below	**Developing 6-4**	**Accomplished 8-7**	**Advanced 9-10**
Ability to identify the causes of errors	Struggles to give own opinion with coherent reasons or lacks depth.	Presents own opinion with some reasons provided.	Effectively articulates own opinion with clear and logical reasons.	Provides a well-reasoned opinion with insightful analysis and constructive suggestions for the author.

Quality and relevance of supporting evidence	Supporting evidence is lacking, irrelevant, or inaccurate. Does not effectively back up the claims made.	Some supporting evidence is present but may be weak or not highly relevant to the thesis. More evidence needed.	Supporting evidence is relevant and generally supports the arguments. Could benefit from additional depth or variety.	Supporting evidence is strong, relevant, and effectively supports and enhances the arguments presented.
Organization	Several noticeable errors in the use of correct paragraph format (topic sentence, supporting sentences, concluding sentence)	A few noticeable errors in the use of correct paragraph format (topic sentence, supporting sentences, concluding sentence)	Mostly uses correct paragraph format (topic sentence, supporting sentences, concluding sentence)	Accurately uses correct paragraph format (topic sentence, supporting sentences, concluding sentence)
Precision in language, grammar, and style	Language use is imprecise, unclear, or contains significant grammar and style errors that hinder comprehension.	Language is somewhat precise but may lack consistency or sophistication. Some grammar and style errors present.	Language is precise and clear, demonstrating a good command of grammar and style. Minor errors may be present.	Language is highly precise, sophisticated, and engaging. Demonstrates mastery of grammar and style with virtually no errors.

Assessment Components for semester 2 (April)

ENTRY 3 Reflection Log

Write a 200- word reflective paragraph addressing questions such as
- Do I use more lexical variation now?
- Are my sentences longer and more complex?
- What grammar mistakes do I still make?
- How do I organise my written text?
- How can I continue to improve as a writer?

Criteria for reflection log (40)

	Beginning 3-below	**Developing 6-4**	**Accomplished 8-7**	**Advanced 9-10**
Reflection on writing skills	Limited reflection on writing skills developed during the course. Minimal recognition of problems encountered in writing. Benefits from writing are vaguely stated.	Partial reflection on writing skills developed during the course. Some problems encountered in writing are identified. Benefits from writing are mentioned but not thoroughly explored.	Substantial reflection on writing developed during the course. Challenges encountered in writing are clearly identified and discussed. Benefits from writng are clearly stated and supported with examples.	Comprehensive reflection on writing skills developed during the course. Thorough examination of problems encountered in writing with insight. Benefits from writing are eloquently articulated with deep analysis.
Identification of writing problems	Struggles to detect problems in writing that students encountered during the course. Identifies only surface-level issues in reading. Lacks depth in understanding the root causes of writing problems.	Able to detect some problems in writing that students encountered during the course. Identifies a few key issues impacting writing. Shows some understanding of underlying reasons for writing challenges.	Effectively detects most problems in writing that students encountered during the course. Identifies a range of issues affecting writing comprehension. Demonstrates a good grasp of the root causes of writng problems.	Proficiently detects all problems in writing that students encountered during the course. Identifies a comprehensive set of issues contributing to writing difficulties. Shows a deep understanding of the complex underlying reasons for writing challenges.
Action plan for further development	Action plan for further development lacks specificity and realism. Vague ideas for improvement without clear steps or timeline. Offers generic strategies without personalization or relevance.	Action plan for further development includes some specifics but lacks depth. Provides basic steps for improvement with limited detail. Offers general strategies for	Action plan for further development is detailed and somewhat realistic. Includes specific steps for improvement with a basic timeline. Offers personalized strategies for	Comprehensive action plan for further development is highly detailed and realistic. Provides specific and strategic steps for improvement with a clear timeline. Offers well-thought-out and

		enhancing reading skills.	enhancing reading skills.	personalized strategies tailored to individual reading needs.

Submission and Deadline Policy:

- All assignments should be submitted through the course on the due date.
- Late submissions will incur a penalty of 5% per day unless an extension has been granted.
- Plagiarism will result in a grade of zero for the assignment and may lead to further disciplinary action. All papers will be checked using plagiarism detection software.

Feedback and Revision:
- Students will receive detailed feedback on each assignment within two weeks of submission.
- Opportunities for revision and re-submission will be available.

Grades	Percentages
5	90-100%
4	89,9-70%
3	69,9-60%
2	59,9 and lower

Mid-course and final Assessment
Test:
There is a writing test for mid-course and final assessment which consists of 10 questions. The mid-course and final writing test are based on the topics covered during each semester. Suggested topics for Semester 1:
- Combine two simple sentences using appropriate conjunctions
- Distinguish complete sentences from fragments
- Correct run-on sentences
- Choose the best linking word
- Punctuating paragraphs

Suggested topics for Semester 2
- Break the text into paragraphs
- Identify the topic sentence in the given paragraph.
- Identify types of the paragraphs (descriptive/narrative).
- Edit the given paragraph.
- Identify odd out sentence in the given text that breaks the unity of the paragraph.
- Other

Writing assignment

Task could be writing one of the text types learned during the semester.

Time for the mid-course and final reading tasks is 80 minutes.