PTP Guidelines for Writing Skills

Writing skills in this guideline are defined by the level of the individual's ability to write an essay on various subjects and to present information, opinions, concepts, and ideas to an audience of readers.

Novice: this level is characterized by the ability to write isolated words and phrases.

Novice 1

- The writer produces frequently-used, memorized sentence-length expressions which may not be related to the given topic.
- Despite some systemic evidence, range of both morphological and syntactic structures is very restricted. Structural errors are quite frequent.
- Most sentences are completely disjointed and fragmented.

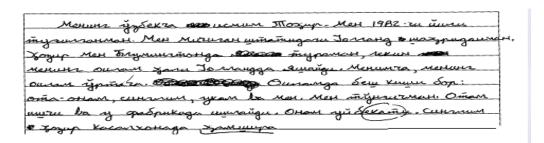
Example:

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Novice 2

- The writer can produce short sentences, for the most part without subordinate clauses, on topics involving personal preferences, daily routine, and everyday matters.
- Range of both morphological and syntactic structures is narrow. There is some evidence of controlling such structures but with many error types.
- Range of vocabulary is limited to the following high frequency words; basic objects, numbers, and common verbs and adjectives.
- Most sentences are not appropriately linked together and little evidence of coherence among sentences is found.
- Frequent errors in spelling and punctuation are found.

Example:



Агар сей булсам, шиламайман. Мен хар куни шиши керак
булмаса, мен оккат жинираман еки дам сламан. Лгар бу
гркали булса мен оккат жинираман еки дам сламан. Лгар бу
гркали булса мен октан билан саккат киламан. Мен куп бошка
мамлакатларни куршини хохлайман Масалан, менинг хогиним
фринтинада эшаган, во жина Аргентинага сафар камиш менге
кизикарын возорна Албатта, мен хам Узокистонни
гуршини хохлайман. Ученр мен мен хам Узокистонни
билсан хам мен у срга боршини жуда комлайман. Агар мен
Узбекистына дарсам, мен богорнарга боршини керак. Мен хам
Тишпиан тогларини куршини хохлайман. Менича, Узокистонда тошкары
мен кавказая сършини хохлайман. Нимга, диличайман, менин

Intermediate: this level is characterized by the writer's ability to produce short sentences which are loosely connected, and to address parts of the given topic.

Intermediate 1

- The writer can produce short paragraphs on a familiar topic within his/her field of interest.
- Range of both morphological and syntactic structures is limited. The knowledge of time frames and aspects is emerging but not always with correct usage.
- Range of vocabulary remains at a moderate size and frequent lexical inappropriateness is found.
- Some basic connectives are used to link sentences into paragraphs. However, other cohesive devices, such as pronominal substitutions and synonyms, are not fully employed yet.

Example:

Мен Носквага полути на кайта нан чунки мен брас грантини олдим. Ни кайграа яманни видими били майна видими. Москвада мен факат рук тимини вудима амию узяки тимини дерс беразован укитурчини топинии хохиай ман Кийтини вз мен учиверситета тупиверситета тупиверситета тупиверситета тупиверситета мен кайрай инжичной менен маний мани баки од закистона мина москвада топа ман. Мен чам им:

93 ченита москвада топа моски мен моски учин моски мактаба учин моски мен мора мамур норист

Intermediate 2

- The writer can produce longer paragraphs on a variety of topics within his/her field of interest
- Range of both morphological and syntactic structures is still limited. The knowledge of tense and aspect is still limited.
- Range of vocabulary is large but not covered for low-frequency words. Vocabulary use is accurate for high frequency words.
- The writer is able to use appropriate cohesive devices to connect different sentences. However, the number of such devices is still limited.

Example: Мон бу дастурни битирганиндан кейин, чен Шиносонга murusu promo insures ши мирмоцииман. ноженда приб булганингран капин, чин в Пракистопла боршини мунин булади Мен буршуни захайман пинимер чучки Шинжидан дурта Осийга Герини жам Уругы M KUNAU. My ORANGA HEH KIM KUSUK YKOLKOPNA прет тилира париришим мунким. Иниверситетига кирионучиман, шиностик ва ахоборот инчини предосторчитен. ишонананки дунё учун, аймикса Аперика учун брте хот жаркалан булган Шулин учун Ленин финрича Америка хукумаго зам бурт Основний мараниятини хам ахберьт постикан, яхии билодилан литахассистер керак булади. Алликачон, прета Осийдани кишина этим килим, эт грин килим сангат ва спесат ранатар харанат KUNUW KAdu um Kunumapu yreges um cerempuremen pougano MILE Copie myuyuuu & la iyun dabramuruun cuicamura racranam deputer - Surap nextur tuturation to the humonapular

Advanced: this level is characterized by the writer's ability to produce several well organized paragraphs on a wide range of topics.

Advanced 1

- The writer can produce systematically developed paragraph with main points and relevant supporting details.
- Range of vocabulary is broad, including some low-frequency words and the writer can frequently produce general vocabulary, however, often fails to distinguish subtle differences among close synonyms and to provide appropriate collocations.
- Knowledge of both formal and informal registers is almost complete. However, the writer may miss some cultural and local references.
- The writer links utterances together using appropriate cohesive devices, and the number of such devices is large. However, overall writing is not entirely coherent.

Advanced 2

- The writer can produce a well-structured essay addressing a given topic in detail.
- Range of both morphological and syntactic structure is extensive.

- Range of vocabulary is broad, including some low-frequency words as well as general vocabulary, and the writer can often distinguish subtle differences among close synonyms and provide appropriate collocations.
- Most of the sentences are well connected and coherent.