



EFFECTIVE CRITERIA FOR EVALUATING DESCRIPTIVE TEXT

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Article history:	Abstract:
Received: 28 th October 2025 Accepted: 26 th November 2025	This article analyzes the existing assessment system for creating descriptive texts. Teachers' approaches to the assessment process were studied, and examples were provided. An example of an assessment system used in international practice was presented, and a recommended assessment system was developed based on the studied scientific data. This evaluation criterion, provided as a recommendation, can be implemented in the process of creating descriptive texts.

Keywords: descriptive text, essential skills, questionnaire, teacher, assessment system, criteria, text errors.

Today, it is important to pay attention to the development of students' written speech in the educational process, as well as the formation of the skill of creating a descriptive text. The process of creating a descriptive text forms the necessary skills in students, such as distinguishing between types of text and their structures, organizing their thoughts in a coherent manner, and creating images. In addition, it allows students to increase their vocabulary and create word images. In order for the development of the skill of creating a descriptive text to be effective, identifying the achievements and shortcomings of students through the assessment given by the teacher serves to improve the quality of the process of creating a descriptive text. By evaluating the descriptive text, we can qualitatively analyze the text created by students and divide them into levels. When evaluating this type of text, we can focus on the following as the main aspects: text content (providing details appropriate to the topic of the text, correct use of visual elements), text structure (the student's ability to correctly organize thoughts, distinguish and connect parts of the text), language and style of expression (fluency, clarity of thought, imagery, ability to use metaphors), grammar and spelling (correct use of spelling and punctuation). The age levels of students are also taken into account in the evaluation process.

In order to study the current situation in the evaluation of descriptive text, a special questionnaire was conducted among school teachers. During the questionnaire, teachers were given a descriptive text written by a 7th grade student and asked to identify and evaluate the errors in this text and explain it.

"Read the text. Find the mistakes in it.

Her name is Shahzoda. I am her friend, my cousin, and my classmate. I saw her when I first moved here. We used to play together and have fun together. Then, months later, we were in the same class. I tell Shahzoda all my secrets. She is close to me, a good listener, kind, in short, all the good qualities in the world are reflected in her.

Shahzoda looks very beautiful. She is a tall, thin girl. She wears her hair in different ways. Her hair is black and straight. Her eyes are black and round. Her eyebrows are thick and close together. She is very beautiful and intelligent. She gets along well with everyone. Shahzoda is a cheerful, cheerful, and cheerful girl. I will be her inseparable friend until the end I will stay.

How many graders wrote this text? Evaluate and explain the text" we find the following answers:

"Repetition of words, incorrect use of conjunctions, poor coherence of the sentence. 4 marks".

"It would be better to use moving, sincere words instead of the words "shok" and "shaddod". The text contains the content of the thought, but it is not grammatically and stylistically complete. 4 marks", as well as the following aspects: "The sentences are often used inappropriately", "the text is divided into situational and portrait text", "there are errors in punctuation in spelling", "the same forms of participle are often used", "the order of the sentences is inverted", "using sentences in sequence", "you should also look at the khusnihaty", "some sentences are complex, repeated a lot", "there are errors with the use of addition", "the text type is a narrative text", "errors with the use of pronouns", "inappropriate connectors in connecting sentences", "there is no connection between parts of the text", "the coordination of the possessor and the participle is broken", "sentence fragments sometimes not used in its place", "not well explained, there is confusion in the beginning".

The text was considered to be written by a 6th-7th grader, many teachers gave it a good grade (4), noting that the content of the text was good, but there were errors in the use of spelling and punctuation. We can clearly see that the main focus was on spelling and punctuation, while the elements of imagery, text structure, word use, and grammatical errors were ignored. The analysis of the results clearly shows the need for criteria for evaluating the type of descriptive text.

The formation of students' skills in creating descriptive text is a complex process, and descriptive text is evaluated based on various criteria. Brown focuses on five important aspects in the assessment criteria for the skill of creating descriptive text. Each aspect is described by points in the assessment. The aspects are given in percentage terms, and the content of its assessment points is reflected in the following table:

Criterion		Score Description	Size
Meaning (M) 30%	4	The topic is covered fully and clearly, and the details are relevant to the topic.	3x
	3	The topic is covered fully and clearly, with only a few details related to the topic.	
	2	The topic is covered fully and clearly, but the details are not relevant to the topic.	
	1	The topic is not fully and clearly covered, and the details are not relevant to the topic.	
Structure (S) 20%	4	The identification is fully formed and the description uses conjunctions correctly.	2x
	3	The identification is almost fully formed and the description uses connectors almost correctly.	
	2	Conjunctions were sometimes used incorrectly in descriptions where the identity was not fully formed.	
	1	The identification is incomplete and the description uses incorrect conjunctions.	
Grammar (G) 20%	4	There are very few grammatical errors.	2x
	3	There are a few grammatical errors, but they do not affect the meaning.	
	2	There are several grammatical errors.	
	1	There are many grammatical errors.	
Dictionary (D) 15%	4	Words and their forms are chosen correctly.	1,5x
	3	Some errors were made in the choice of words and their forms, but they did not affect the meaning.	
	2	Mistakes were made in the choice of words and their forms.	
	1	Vocabulary is very shallow, there are errors in the choice of word forms	
Spelling (S) 15%	4	Punctuation is used correctly, there are no spelling errors	1,5x
	3	There are some errors in punctuation and spelling.	
	2	Frequent errors in punctuation and spelling	
	1	There are many errors in punctuation and spelling.	

$$NATIJA = \frac{3M + 2T + 2G + 1.5L + 1.5I}{40} * 10$$

The above formula is used to generate student results. The formation and assessment of students' skills in creating descriptive text consists of several stages. Based on the data studied, we have developed the following criteria for evaluating descriptive text.

Mark	5	4	3	2	1
Meaning	The content of the text is clearly explained and understandable to the reader. Details are clearly explained.	The content of the text is clear and understandable to the reader. The details are slightly off topic.	The content of the text is a bit confusing. The details are a bit off topic.	There are some confusions in the content of the text. Details deviate from the content of the text.	The content of the text is unclear. The details are not related to the topic of the text.
Structure	The text structure is well-formed. Each paragraph is correctly	The text structure is well-formed. Each paragraph is correctly	The text structure is almost correct. There are errors in the formation of each	The text structure is slightly incorrect. There are errors in the	The text structure is incorrect. The order of paragraphs is incorrect. The

	placed. The sequence of information is correct.	placed. The sequence of information is slightly distorted.	paragraph. The sequence of information is slightly distorted.	order of paragraphs. The sequence of information is broken.	sequence of information is broken.
Grammar	There are no grammatical errors.	There are some grammatical errors that do not affect the content of the text.	There are some grammatical errors that affect the content of the text.	There are several grammatical errors.	There are many grammatical errors.
Dictionary	The word and its forms are chosen correctly. Synonyms are used effectively.	There are errors in the choice of words and their forms that do not affect the content of the text.	There are some errors in the choice of words and their forms. Some words are used repeatedly.	There are errors in the choice of words and their forms. Words are used repeatedly.	The vocabulary is very shallow, there are many errors in word choice, and there is a lot of repetition of the same word.
Spelling and punctuation	There are almost no spelling errors. Punctuation is used correctly.	There are some spelling errors that do not affect the content of the text. There are some errors in the use of punctuation marks.	There are many spelling errors. There are errors in the use of punctuation marks (up to 4-6).	Spelling errors are common. There are errors in the use of punctuation marks. (up to 6-8).	There are many spelling errors. Incorrect punctuation marks (more than 8).

$$NATIJA = \frac{3M + 2T + 2G + 1.5L + 1.5I}{50} * 10$$

We can derive the results using the above formula.

In conclusion, we can say that in the current approach to evaluating descriptive texts, the main focus is on spelling and punctuation rules, and this assessment is insufficient to highlight students' achievements and shortcomings, as well as to comprehensively evaluate this type of text. When assessing a descriptive text, paying special attention to the criteria of content, structure, grammar, vocabulary richness, spelling, and punctuation serves to increase the effectiveness of the evaluation process.

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