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THE ROLE OF ASSESSMENT CRITERIA IN IMPROVING ACADEMIC WRITING IN HIGHER EDUCATION

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Abstract. Recent breakthroughs in generative artificial intelligence have reshaped higher education, where academic writing remains essential for improving students' competencies, enabling them to apply theoretical learning in practice, and becoming skillful specialists. However, despite the availability of academic writing courses and methodological resources at the University of Kazakhstan, the standard evaluation of academic writing remains inadequate, which limits the effective development of writing skills among future language students. The purpose of the research is to theorize the role of standardized assessment in the development of study writing among future language students in higher educational institutions and to demonstrate its pedagogical importance as a means of improving knowledge in study writing. The study used theoretical and analytical methods based on analysis, comparison, and synthesis of local and International Studies. The resulting data suggest that study writing should be understood as a multilingual capability that combines elements of language, cognition, and logic. This analysis showed that the lack of assessment criteria also identified a minimal impact on structural writing

models, writing style, and the choice of appropriate style, and affected students' writing quality, understanding of education, and writing processes. Moreover, critical evaluation of organizational processes, development, and reflection on functions that confirm expectations, improve your opinion, and support students' education on their own. The practical importance of this research lies in the development of the study writing curriculum, the development of evaluation models, and the improvement of educational experience in the field of language education, thereby contributing to the enhancement of study writing skills in higher education institutions.

Keywords: academic writing, assessment criteria, future philologist, rubrics, academic honesty, higher education

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ЖОҒАРЫ ОҚУ ОРНЫНДА БОЛАШАҚ ФИЛОЛОГТАРДЫҢ АКАДЕМИЯЛЫҚ ЖАЗЫЛЫМЫН ДАМУДАҒЫ КРИТЕРИЙЛІК БАҒАЛАУ РӨЛІ

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Аннотация. Академиялық жазу студенттерге академиялық дискурсқа, ғылыми коммуникацияға және сараптамалық білім алуға белсенді қатысуға мүмкіндік беретін жоғары білім саласындағы маңызды академиялық дағды ретінде таныла бастады. Алайда, қазақстандық университеттерде академиялық жазу курстары мен әдістемелік ресурстардың болуына қарамастан, стандарттарға негізделген академиялық жазуды бағалау әдістері әлі де

жеткілікті реттелмеген, бұл болашақ лингвистердің жазбаша қабілеттерінің тиімді дамуын шектейді. Зерттеудің мақсаты — жоғары оқу орындарында болашақ лингвистердің академиялық жазуын дамытудағы стандарттарға негізделген бағалаудың рөлін теориялау және академиялық жазуды оқытуды жақсарту құралы ретінде оның педагогикалық маңыздылығын негіздеу. Зерттеу жергілікті және халықаралық зерттеулерді талдауға, салыстыруға және жалпылауға негізделген теориялық және аналитикалық әдістерді қолданды. Нәтижелер академиялық жазуды лингвистикалық, когнитивті, ауызша және рефлексивті элементтерді біріктіретін көп өлшемді қабілет деп түсіну керек екенін көрсетеді. Бұл талдау сонымен қатар нақты анықталған бағалау критерийлерінің болмауы және жазбаша жұмыстың құрылымдық үлгілерімен танысудың шектелуі студенттердің жазбаша жұмысының сапасын, олардың академиялық хабардарлығын және жазу процесін жақсартуға ықпал ететінін көрсетеді. Сонымен қатар, критерийлерге негізделген бағалау кұтулерді нақтылау, кері байланыс сапасын арттыру және оқушылардың өзін-өзі оқытуын қолдау арқылы маңызды ұйымдастырушылық, дамытушылық және рефлексиялық функцияны орындайды. Бұл зерттеудің практикалық маңыздылығы академиялық жазу бойынша оқу бағдарламасын әзірлеу, бағалау модельдерін әзірлеу, тілдік білім берудегі білім беру практикасын жетілдіру болып табылады, осылайша академиялық сауаттылықты нығайтуға және жоғары оқу орындарында академиялық жазу сапасын арттыруға ықпал етеді.

Түйін сөздер: академиялық жазылым, критерийлік бағалау, болашақ филолог, рубрика, академиялық адалдық, жоғары білім

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РОЛЬ КРИТЕРИАЛЬНОГО ОЦЕНИВАНИЯ В РАЗВИТИИ АКАДЕМИЧЕСКОГО ПИСЬМА БУДУЩИХ ФИЛОЛОГОВ В ВУЗЕ

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Аннотация. Академическое письмо в современной системе высшего образования рассматривается как один из важнейших компонентов профессиональной подготовки будущих филологов, обеспечивающий их участие в академическом дискурсе, исследовательской коммуникации и освоении научных знаний. Несмотря на наличие курсов академического письма и соответствующих методических материалов в казахстанских университетах, механизмы критериального оценивания письменных работ остаются недостаточно разработанными, что ограничивает возможности эффективного развития письменных компетенций обучающихся. Цель исследования заключается в теоретическом обосновании роли критериального оценивания в развитии академического письма будущих филологов и определении его педагогической значимости как инструмента повышения качества обучения. В исследовании использовались методы анализа, сравнения и обобщения отечественных и зарубежных научных публикаций, посвящённых проблемам академического письма и оценивания образовательных результатов. Результаты исследования показали, что академическое письмо представляет собой многокомпонентную компетенцию, включающую лингвистические, когнитивные, коммуникативные и рефлексивные составляющие. Установлено, что отсутствие чётко сформулированных критериев оценивания и недостаточное использование структурированных моделей письменных работ затрудняют развитие письменных навыков студентов. В то же время критериальное оценивание выполняет организационную, развивающую и рефлексивную функции, способствует повышению качества обратной связи, формированию академической осведомлённости и развитию навыков самооценки. Практическая значимость исследования заключается в возможности использования его результатов при разработке учебных программ по академическому письму, создании оценочных рубрик и совершенствовании образовательных практик в языковом образовании. Полученные результаты могут способствовать укреплению академической грамотности и повышению качества письменной подготовки студентов высших учебных заведений.

Ключевые слова: академическое письмо, критериальное оценивание, будущие филологи, оценочная рубрика, академическая честность, высшее образование, академическая грамотность

Introduction. Academic writing represents a complex integration of writing culture, academic communication, and information competence. It is the complex integration of writing culture, the study of communication and information skills through the logical formulation of goals, the integration of communication content and internal structure, and the stability of discussion. This research work examines the direction of the information provided, its credibility and reliability, as well as strategy and understanding. For the effective use of University knowledge, a scientific paper is a logical, objective, and conceptually balanced combination of ideas supported by reasonable evidence. set through the clarity of purpose, logical cohesion of

content, coherence of internal structure, and consistency of argumentation. The excellence of academic text is identified not only by the accuracy and reliability of the information presented, but also by the cognitive and methodological strategies. For university knowledge to be effectively communicated, academic text must be logically composed, goal-oriented, and conceptually transparent, articulating ideas supported by appropriate evidence. Here, the disciplinary conventions are the most significant part of recent research (Bailey, 2014). From the perspective of the academic literacy approach, academic writing cannot be produced by a set of technical skills or formal linguistic rules. Also, it constitutes a situated practice through which learners engage socially with disciplinary epistemologies and construct meaning within specific academic contexts.

Some studies show that learning in higher education involves adapting to new ways of understanding, interpreting, and organizing knowledge. Academic literacy practices as teaching, learning, and systematizing knowledge in reading and writing within the discipline constitute the central processes through which students learn new subjects and develop their knowledge about new areas of study. It emphasizes that academic literacy, especially within disciplines, serves as the primary mechanism through which reading and writing develop and contribute to students' academic characteristics. scientific communities. Lea and Street (1998) argue that learning in higher education requires learners to adapt to new ways of understanding and organizing knowledge. The authors view academic literacy practices in reading and writing within disciplines as the main processes through which students acquire disciplinary knowledge and participate in academic communities. This point reflects the epistemological dimension of academic writing, positioning it as a process of creation rather than merely writing a text.

It should be noted that educational materials, as a set of practices, are aimed at academic writing. The research by experienced teachers examined not only the content and genre of academic writing but also the stages of the writing process, the linguistic and structural features of academic style, and the requirements for the effective use of sources, citations, and academic participation. This area of research shows that academic writing is becoming an increasingly recognized central component of academic literacy and scientific communication in higher education institutions (Orazbayeva, 2022). This point is further illustrated in Ospanov's research on academic writing instruction, which frames academic writing as a cognitive and communicative activity that encompasses content development, text organization, reasoning, and adherence to academic norms (Ospanov, 2018). According to Ospanov, mastery of academic writing requires knowledge of genre-specific structures and linguistic features, as well as the ability to critically evaluate sources, present arguments, and demonstrate academic integrity. At the same time, these positions suggest that academic writing development needs systematic teaching support and transparent evaluation mechanisms that allow the epistemological and discursive demands of higher education (Ospanov, 2018, p. 10).

However, the issue of assessing academic writing in the reviewed studies is

addressed only indirectly, and criteria-based assessment systems have not been sufficiently studied as a research focus. The lack of clearly defined assessment criteria, along with the absence of transparent criteria and descriptors, restricts the systematic development of academic writing skills among future language teachers. In this case, assessment practices tend to remain subjective. It limits instructors' ability to consistently, pedagogically, and meaningfully identify students' strengths and weaknesses in academic writing.

In this regard, the development of a structured, criteria-based assessment framework for academic writing, its systematic integration into the instructional process, and the theoretical justification of its role in enhancing future philologists' writing competence constitute a pressing research problem in higher education. Consequently, this article examines the role of criteria-based assessment in improving academic writing skills among bachelor students at language faculties in higher education and proposes a model for its effective integration into the teaching and learning process.

Literature review

Academic writing is a significant part of academic performance in graduate and postgraduate education. But for most students, this creates big problems. The unique features of academic English learning are its depth of vocabulary, grammatical forms, and conversational practice, which often affect the success of students (Jiang & Gai, 2023). Student Chronicles (Zaki & Junus, 2015) is an academic text with a formal, objective, and disciplined presentation of arguments, quite different from spoken language. Academic writing also requires deep cognitive initiative, as students are expected to critically engage with resources, analyze and organize information, and develop and present ideas in a consistent, logically organized manner (al-Fida, 2012). These needs make academic writing especially difficult for students from non-English-speaking backgrounds, who often face linguistic, rhetorical, and cultural barriers. The diversity of academic writing shows that no single leadership approach can be considered universally effective. Teachers must address a wide range of interrelated skills, including content development, writing processes, language accuracy, and assessment criteria, through flexible and context-based learning (Hyland, 2019).

Criteria Assessment in Academic Writing

The assessment system has undergone significant change with the transition to a criteria-based assessment. Assessment is a key tool for predicting learning challenges and measuring learners' outcomes, playing a central role in managing the teaching and learning process. The role of assessment reflects careful attention to learners' understanding and thinking, including self-regulating processes. Criteria-based assessment involves evaluating students' learning achievements against pre-defined criteria with educational goals and content. The importance of assessment practices stems from recent educational demands, the need to align learning outcomes with international standards, the need to ensure the reliability of

assessment results, and the desire to enhance the competitiveness of graduates in both national and global educational contexts (Mahmood, 2020).

Academic writing is a cognitive and epistemological practice, despite its difficulty. Assessment in many higher education institutions continues to rely on reductive and largely subjective approaches. Academic writing is often evaluated through error-counting methods or instructors' overall assessment. The primary attention should be given to grammatical accuracy rather than to content, argumentation, and textual paragraph organization. In these cases, students mostly receive limited guidance on improving their writing. Because they are not provided with clear rules for their components of texts, which are low-constructed, or how these weaknesses can be addressed.

In this case, criterion-based assessment appears as a powerful pedagogical mechanism that ensures transparency of expectations. It provides students with goal-oriented guidance and allows them to systematically regulate the educational process. Criteria-based assessment allows students to understand performance expectations and analyze results using refined general rules. This will reduce errors by increasing awareness of quality requirements. In addition, participation in evaluation processes, such as self-assessment and mutual evaluation, favors deeper learning by stimulating knowledge. He builds ideas and develops critical thinking skills. In this regard, the criterion-based assessment serves as a measurement tool. It is also a formative mechanism that enhances reflective learning, autonomy, and higher-order cognitive skills (Urmashiev, 2024).

The relevance of criteria-based assessments is emphasized in context. The academic writing manual is insufficiently systematic, genre models are limited, and the student writing experience remains fragmented. Empirical evidence shows that in many higher education institutions, academic writing is not offered as a compulsory main course. It is designated as an elective course and reflects the significant proportion of undergraduate students who lack prior education in academic writing. The lack of this approach underscores the need for further open, development-oriented assessment frameworks. This can fill learning gaps and support students' progressive academic writing skills.

Teachers' mastery in assessing academic written texts can be explained by several systemic factors. There are inefficiencies in faculty selection criteria, limited Assessment Literacy, insufficient EFL teaching skills, and the difference between curriculum goals and teaching practice. Sometimes teachers are not ready to analyze writing errors. Open evaluation criteria, or model conventions of academic writing, inevitably influence students' writing development. Addressing these situations requires the coordinated efforts of policymakers, education stakeholders, Teacher Selection agencies, researchers, and teachers. To teach academic writing in the EFL context, it is necessary to develop consistent and sustainable solutions. Such cooperation is essential to establish clear professional standards and strengthen the practice of criteria-based assessments. And to ensure that mastery of academic

writing is achieved in accordance with learning objectives and students' needs (Skendaj, 2024). Nevertheless, this study aims to theoretically justify the role of criteria-based assessment. To develop academic writing skills among higher education students, a structured model for integrating criteria-based assessment into the process is expected to be proposed.

Significance of the Study

This study, considering certain aspects, shows that EFL is necessary for conducting extensive thematic studies on academic writing in higher education, including the role of criteria-based assessment in improving students' academic writing. Previous research focused mainly on linguistics. Methodological aspects of academic writing in this study, the assessment of students as a pedagogical tool that actively forms teaching methods and academic activities, are put at the forefront. This structure is of practical value to university teachers, curriculum developers, and subject program managers. Providing structural assessment criteria can ensure transparency, consistency, and independence of students. In addition, the results can serve as the basis for institutional policies on curriculum development, assessment standards, and professional development. Thus, Kazakhstan will support the systematic improvement of academic writing skills at the undergraduate level.

Materials and methodology. This study is devoted to a qualitative, theoretical, and analytical design. It aims to study the role of criterion-based assessment in the development of academic writing skills among future philologists at higher education institutions. The study focuses on conceptual analysis and model building. They are not based on experimental intervention, but on existing theoretical and empirical literature. The procedural basis of this study is found in systematic reviews and critical analysis sources. It may refer to academic writing, academic literacy, assessment theory, and value-based assessment in higher education. The basic theoretical aspects include the structure of academic literacy, learning written speech within the learning process, and the principles of assessing learning outcomes. They were compiled to demonstrate the need to create transparent assessment models based on development.

The analytical methods used in this study are as follows:

Thematic analysis of literature on teaching and the content of pedagogical writing;

Comparative analysis of traditional assessment methods and criteria-based methods;

- Conceptual modeling can be used to develop a structured, criteria-based assessment system designed specifically for the bachelor's degree in linguistics.

Specific assessment models are created through a consistent definition of learning objectives, textual materials, assessment criteria, classification models, and rules that link learning objectives to assessment practices. The validity of the model is supported through its foundation in established theoretical constructs and its position with international standards for academic writing assessment.

Results. The analysis identified three main topics related to the role of criterion evaluation in the development of academic writing of future linguists in the higher education system:

Regulatory and developmental functions of standardized evaluation. The first important conclusion concerns the normative and developmental role of standard evaluation in the education of academic writing. This analysis shows that well-defined evaluation criteria reduce ambiguity and help students understand which aspects of academic writing are being evaluated. Transparent descriptors provide clear ideas about text composition, methods of discussion, and the integration of sources and citations, making academic writing requirements more accessible to students. The results also show that evaluation based on criteria serves not only evaluative functions but also educational functions. Evaluation criteria do not serve as an evaluation tool but rather direct students in writing academically acceptable texts, contributing to the gradual development of written abilities. In this sense, standards serve as the basis for learning and help students consciously create written work and align it with academic standards.

Academic writing in the evaluation of the subjectivity of the drop. The second important conclusion, academic writing in the evaluation of the subjectivity of the decline, relates to. Conducted analysis, academic writing assessment is often an individual teacher's priority, which changes depending on that. Grammatical accuracy to emphasize it, the structure, content development, vocabulary, or stylistic customizations to focus on, too. Such a discrepancy among the students in confusion can reduce the evaluation of the transparency and fairness. Standards-based assessment of the scientific quality of the writing for the standardized requirements to address this issue. Clearly formulated descriptors, teachers, and students for a General evaluation system to create and interpret the variability of reduction, and how to evaluate the consistency of the quality. The results also show that transparent standards increase students' self-esteem. In the absence of clear criteria, it can be difficult for students to identify shortcomings in their written work or to evaluate their performance meaningfully. In contrast, structured criteria provide a practical basis for recursive evaluation and contribute to students' development as independent authors of scientific research.

Criteria-based evaluation as a mechanism for enhancing Academic integrity. A third important conclusion concerns the role of criteria-based evaluation in ensuring academic integrity. Common problems identified during the analysis include inadequate representation, weak citation practices, incomplete source references, and insufficient integration of evidence. These difficulties often arise when academic expectations for the use of source text are not clearly formulated.

The results suggest that criteria-based assessment can act as a preventive mechanism and clearly define acceptable academic practices before writing a paper. References, paraphrases, accuracy of citations, and evaluation criteria related to the use of resources give students a clear idea of the rules for writing scientific papers:

In this regard, the approval of the assessment simultaneously performs information, regulatory, and educational functions. These students report academic expectations set on written work ethics standards, and promote responsible scientific principles of behavioral assimilation. As a result of the assessment, transparent and effective..

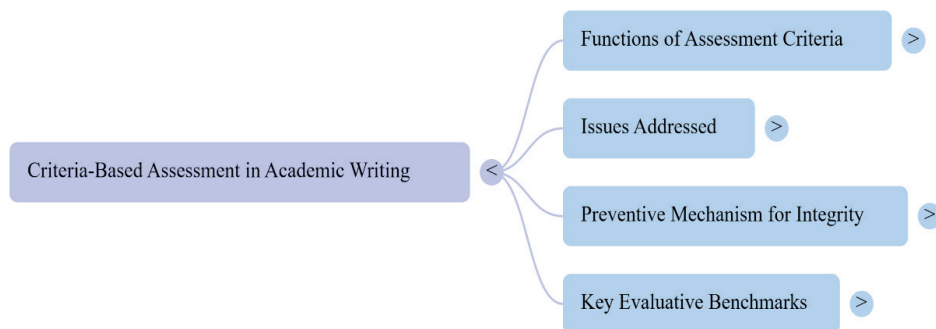


Figure 1 — Conceptual model of criteria-based assessment in academic writing
 Note. The figure was generated by the authors using the AI-assisted tool NotebookLM

Figure 1 shows the assessment of academic writing based on specific criteria, including functions, issues addressed, integrity-preventing mechanisms, and evaluative benchmarks. All the above-given findings are interpreted within the context of preparing future philologists, and three major pedagogical and theoretical implications of criteria-based assessment become evident. In linguistic and teaching education, text-construction culture constitutes a key professional competence, as future specialists are expected to demonstrate consistent mastery of genre conventions, stylistic norms, source integration, and argumentation strategies. Therefore, criteria-based assessment should not be understood merely as a mechanism for giving grades, but rather as a teaching methodology through which professional writing norms are correctly taught and evaluated.

The significant nature of academic writing competence provides theoretical support for this position. It emphasizes that the development of writing extends beyond linguistic precision to encompass cognitive, rhetorical, and epistemological dimensions. In this regard, academic writing serves to construct, organize, and communicate knowledge rather than simply presenting it in well-written form. Through engagement with academic writing tasks, students can write arguments, critically evaluate evidence, synthesize multiple sources, and participate in various discourses aligned with their learning objectives and directions.

For future philologists, these competencies are particularly important because their professional activities involve not only the interpretation and analysis of texts but also the production of pedagogical and scientific discourses. Consequently, criteria-based assessment contributes to students' development as autonomous writers who can evaluate the quality of their own work according to the given

academic standards. This approach provides transparency in assessment and outcomes, enhances students' awareness, and facilitates the gradual involvement in academic standards.

Moreover, the assessment, which is clearly designed to develop writing skills, supports academic integrity and encourages responsibility and writing ethics. Ethical scholarly behavior enables students to recognize the relationship among evidence, argumentation, and originality, thereby reducing plagiarism and other forms of academic misconduct. From an educational perspective, criteria-based evaluation serves as the bridge between learning outcomes and their assessment. It transforms assessment into an integral component of the learning process, resulting in students' development of writing proficiency, critical thinking, and analytical reasoning.

Discussion. The analysis of the results reveals several important pedagogical and theoretical foundations of criteria-based assessment in Academic Written Guidance. The culture of text formation as a professional field for philology is the main competence. Future specialists are expected to demonstrate mastery of genre conventions, stylistic norms, combining sources, and evidence. From now on, criteria-based assessment cannot be considered solely a procedure for assessing literacy. It cannot be interpreted as an instructional technique that clearly mediates the mastery of the norms of professional writing. The important nature of academic writing competence was theoretically demonstrated in this study. He supports this position, emphasizing that the development of writing includes linguistic, cognitive, rhetorical, and ethical aspects.

Academic writing assessment criteria can be formulated based on CEFR descriptors, and teachers should ensure consistency in levels of openness, progression, and qualifications. The three main criteria should form the basis of the criteria-based assessment in the EFL writing guide. This is a communicative achievement, an organizational and linguistic use. Criteria for communication success should assess how well they match the target reader and how clearly ideas are expressed, with difficulty increasing from A1 to C1. Criteria related to organization should focus on textual consistency, logical consistency of ideas, and effective use of connecting devices. The expectations that gradually expand from the basic connections of proposals at lower levels to more complex, interconnected models at higher levels are significant. Language criteria should evaluate lexical range, grammatical control, and accuracy. Recognizing that mistakes may occur, but should not interfere with a value at a higher skill level. In addition, these criteria should be formulated using specific descriptors that indicate CEFR progression. This allows both teachers and students to understand performance expectations, monitor development, and meaningfully evaluate their own performance and reciprocity. When integrated into a criteria-based assessment system, CEFR-based descriptors support fair assessment practices and promote an approach to academic writing competence (Mahmud, 2025).

The main conclusion is the role of criteria in maintaining a culture of integrity and the proper use of sources. The criteria-based assessment takes into account common scientific failures.

These may be incorrect paraphrases, inadequate quotes, and missing text links:

Table 1 — Academic Integrity Criteria Functions

Function	Description
Informational Normative	maintain expectations regarding citation and referencing, informing students of what constitutes acceptable academic practice.
Educational and Formative	shows norms of academic integrity into routine writing activities, making ethical behavior a part of the standard workflow.

Transparency serves as a “prevention mechanism”. If educational organizations clearly establish specific, technical prerequisites for the use of Sources, the likelihood of academic integrity violations is significantly reduced. This approach does not aim to punish mistakes but rather to foster ethical behavior through consistency and clearly articulated expectations. The portfolio assessment promotes the development of critical thinking skills by enabling continuous interaction between students and teachers. In this context, the work is considered not only a means of collecting student documents but also a text. The assessment contributes to the development of reflexive learning, increases students' independence, and assesses the intellectual and professional experiences necessary for teaching a language. Results show that when students are presented with translucent sorting conditions, they have a clear understanding of the expectation studies and are allowed to use Urmashiev's strategy (2024).

This result confirms the position of Ospanov's (2018) writing report on academic writing. According to Ospanov, academic writing refers to the processing of logical material within the organization, an important attitude toward sources and arguments, and loyalty to academic traditions. Currently, research shows that assessment criteria can be realized in expectations when the instruction of linguistics is expected in the future, experts will

The second major indicator relates to the subject of expression. The results show that the teacher's inadequate expectations remain the main obstacle to development. Similar concerns have been expressed in International Studies, and the evaluation of written speech has been criticized for placing too much emphasis on grammatical accuracy at the expense of speech quality and critical thinking (Highland, 2019). This is done by creating a shared assessment system and raising capital, transparency, and security.

Special attention should be paid to the role of criterion-based assessment in promoting self-regulatory learning. As a result, clearly defined criteria encourage students to reflect critically on their writing, evaluate the use of evidence, and monitor consistency, structure, and citation accuracy. Thus, this definition aligns with student viewers' appreciation of the right to switch between images and

thoughts, and participation is highly valued. Students are not passive recipients of grades but actively participate in their academic development.

Academic accuracy has become another important aspect in which standards-based value represents academic value. The results show that problems with incorrect dialectics, incomplete citations, and insufficient source input often stem from a lack of experience. It also has uncertain expectations. Orazbayeva's argument is confirmed by this study (2022). The study of academic writing requires a systematic educational structure rather than centralized methodological support. If expectations of academic integrity are clearly included in the evaluation criteria, students are more likely to internalize ethical scientific practices in their day-to-day academic work.

From a broader institutional perspective, the findings show the systematic challenges of academic writing in universities. As noted in the literature review, the academic writing process is still inconsistent. Genre patterns are not always readily accessible, and structural evaluation methods are often poorly developed. This creates an environment in which students receive fragmented writing education without consistent evaluation support. In these cases, criteria-based evaluation serves as an institutional mechanism to improve curriculum implementation and the uniformity of academic writing education. The educational implications of this study suggest the value of integrating process-based education models and baseline-based assessments, including capital-based assessments. The capital method can strengthen the growth dimension of assessment by allowing students to demonstrate progress over time through expansion, feedback, correction, and reflection. This view is consistent with the pedagogy of modern academic writing, which emphasizes writing as an iterative process of development rather than a single measurable result.

Overall, the discussion of the evaluation of phraseology is theoretically grounded in education, technology, and educational phraseology, and is meaningful for strengthening future linguists. But its effectiveness depends on the systematic implementation, the assessment knowledge of the teacher, its harmony with the goals of the curriculum, and the integration into the pedagogy of a wide range of academic writing

Conclusion. This study identified the role of criteria evaluation in the development of academic writing skills in future philologists in higher education institutions and presented a structural model for its systematic implementation in the educational process. The study found that criteria assessment is not only a tool for analysis and evaluation but also an effective pedagogical mechanism that directly affects the quality of teaching in academic writing. This determines students' educational trajectories and contributes to the development of professional competencies.

The results of the study showed that the evaluation of criteria fulfills compensatory and regulatory functions. A clear and transparent statement of assessment requirements allows students to work effectively with the complex requirements

of academic underwriting. This characteristic is very important for future linguists because the culture of writing, thinking, and adherence to educational standards forms the basis of their professional identity. In this sense, evaluation criteria should be considered not only as a means of collective evaluation but also as a method for studying the rules for writing thematic papers.

In addition, the study reveals the reflective and developmental potential of the criteria and descriptors. If the evaluation criteria are clearly articulated and presented to students in advance, they develop students' self-assessment skills and increase their metacognitive awareness in the writing process. The relationship between such evaluation and reflection is fully consistent with the procedural nature of academic writing, where planning, writing, proofreading, and evaluation are the key stages. In addition, the study reveals the reflective and developmental potential of the criteria and descriptors. Provided that the evaluation criteria are clearly formulated and presented.

In conclusion, this study demonstrates the central role of criteria assessment in coordinating learning objectives, assessment methods, and learning outcomes in academic subscription. Although the research is theoretical and lacks an experimental component, it demonstrates its scientific significance through conceptual modeling of the experience of analytical synthesis and the evaluation of scientific papers. Future research may build on this foundation through empirical verification and adaptation across different contexts. However, the proposed approach makes both theoretical and pedagogical contributions to the development of academic writing competencies at the philological faculties of higher education institutions.

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