

## INTEGRATING PORTFOLIO AND ACHIEVEMENT TESTS IN ASSESSING B1 EFL WRITING SKILLS

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**Annotation:** This article explores the integration of portfolio assessment and achievement tests in evaluating B1-level English as a Foreign Language (EFL) writing skills. The study emphasizes the importance of combining formative and summative assessment approaches to obtain a more comprehensive and accurate picture of learners' writing competence. Portfolio assessment is analyzed as a continuous and reflective method that allows students to demonstrate progress over time, self-correction, and the development of writing strategies. In contrast, achievement tests are considered a standardized tool for measuring learners' final performance and comparing results across groups. The research highlights that relying on a single assessment method may not fully capture students' writing abilities, especially in terms of coherence, lexical range, grammatical accuracy, and task achievement. By integrating both methods, educators can balance process-oriented and product-oriented evaluation, ensuring more valid and reliable outcomes. The study also discusses practical challenges such as time consumption, teacher workload, and subjectivity in portfolio evaluation. Overall, the findings suggest that a blended assessment approach enhances learner motivation, promotes reflective learning, and supports more effective instructional decision-making in B1 EFL writing contexts.

**Keywords:** EFL writing, B1 level, portfolio assessment, achievement tests, formative assessment, summative assessment, writing competence, assessment integration, learner reflection.

**Аннотация:** Данная статья рассматривает интеграцию портфолио-оценивания и итоговых (достиженческих) тестов при оценке навыков письменной речи на уровне B1 в английском языке как иностранном (EFL). Подчеркивается важность сочетания формативного и суммативного подходов для получения более полного и объективного представления о письменной компетенции обучающихся. Портфолио-оценивание анализируется как непрерывный и рефлексивный метод, позволяющий студентам демонстрировать прогресс, исправлять ошибки и развивать стратегии письма в динамике. В то же время итоговые тесты рассматриваются как стандартизированный инструмент измерения конечного уровня достижений и сравнения результатов между группами обучающихся. Исследование показывает, что использование только одного метода оценки не позволяет в полной мере выявить уровень владения письменной речью, особенно в аспектах связности текста, лексического диапазона, грамматической точности и выполнения задания. Интеграция обоих подходов обеспечивает баланс между процессуальной и результативной оценкой, повышая её валидность и надежность. Также обсуждаются практические трудности, такие как высокая трудоемкость, нагрузка на преподавателя и субъективность оценивания портфолио. В целом, комбинированный подход способствует повышению мотивации обучающихся, развитию рефлексивного обучения и улучшению качества педагогических решений в контексте обучения письменной речи на уровне B1.

**Ключевые слова:** письменная речь EFL, уровень B1, портфолио-оценивание, итоговые тесты, формативное оценивание, суммативное оценивание, письменная компетенция, интеграция оценивания, рефлексия обучающихся.

Integrating portfolio assessment and achievement tests in assessing B1-level EFL writing skills is a significant topic in contemporary language pedagogy because writing is not a static ability but a developmental process. Modern assessment theories in applied linguistics, as discussed by scholars such as Brown, Hyland, and Weigle, emphasize that effective evaluation of writing competence requires a combination of both formative and summative approaches to ensure validity, reliability, and pedagogical usefulness. Portfolio assessment represents a longitudinal, learner-centered method that focuses on the process of writing rather than only the final product. In this approach, students collect a range of written works over a period of time, including drafts, revised versions, reflective notes, and final submissions. This continuous collection allows teachers to observe gradual improvement in linguistic accuracy, coherence, cohesion, vocabulary use, and overall text organization. At the B1 level of the CEFR framework, learners are typically expected to produce simple connected texts on familiar topics, and portfolio assessment provides a realistic way to track how students move from sentence-level writing to paragraph-level and structured expression.

Another important feature of portfolio assessment is its strong connection with reflective learning. Students are encouraged to evaluate their own writing, identify errors, and actively participate in the improvement process. This supports learner autonomy, which is considered a key principle in modern language education. Additionally, portfolios allow teachers to provide ongoing feedback, which is more effective than one-time correction because it supports iterative learning and reduces repeated mistakes.

However, portfolio assessment also has limitations. It is time-consuming for both teachers and students, and it may introduce subjectivity in grading unless clear rubrics are applied. Teachers must carefully design assessment criteria to ensure fairness and consistency, especially when evaluating multiple drafts and qualitative improvements. In contrast, achievement tests are structured, standardized, and summative in nature. They are usually administered at the end of a teaching unit, semester, or course to measure learners' mastery of specific writing skills. These tests typically assess grammatical accuracy, lexical range, sentence structure, task achievement, and coherence under time constraints. Achievement tests are valuable because they provide measurable and comparable data, allowing educators and institutions to evaluate learning outcomes efficiently. Nevertheless, achievement tests have limitations, particularly in writing assessment. Since they are conducted in controlled and time-limited conditions, they may not fully reflect a learner's actual writing ability. Factors such as anxiety, time pressure, or unfamiliar topics can negatively influence performance. As a result, a student's test score may not accurately represent their overall writing competence. The integration of portfolio assessment and achievement tests creates a more balanced and comprehensive evaluation system. Portfolio assessment captures the developmental aspect of writing, while achievement tests measure the final performance outcome. This combination aligns with the concept of "comprehensive language assessment," which seeks to combine formative and summative evaluation methods to improve both teaching and learning effectiveness.

In classroom practice, this integrated approach has several advantages. First, it enhances validity by ensuring that both process and product are assessed. Second, it increases reliability by

combining qualitative and quantitative data. Third, it improves learner motivation, as students are not judged solely on a single test but are evaluated based on continuous effort and progress. For example, a learner who initially struggles with grammatical structures may show significant improvement across multiple portfolio entries, even if their final test score is moderate.

Moreover, integration supports differentiated instruction. Teachers can identify individual learner needs through portfolios and adjust teaching strategies accordingly, while achievement tests provide a benchmark for overall performance. This dual system also helps educators make more informed decisions about curriculum effectiveness and student readiness for higher levels of language learning.

In conclusion, combining portfolio assessment with achievement tests in B1 EFL writing assessment provides a more accurate, fair, and pedagogically meaningful evaluation framework. It ensures that learners are assessed not only on what they produce at a single point in time but also on how their writing skills develop over time. This integrated approach ultimately contributes to more effective teaching practices and improved learner outcomes in English language education.

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