

Approved by the decision of the
Academic Council of the THU
No. 10 dated September 9, 2024

Rules for Determining Language Competence for Tbilisi Humanitarian Teaching University Ltd

Article 1. General information

In order to enroll in Georgian, English, and Russian programs of Tbilisi Humanitarian Teaching University LLC (hereinafter referred to as the University) without passing the Unified National Exams, an applicant/student (hereinafter referred to as the applicant) must meet the requirements of the Order of the Minister of Education and Science of Georgia dated December 29, 2011 N224/N “On Approval of the Rules for Submission and Consideration of Documents by Applicants/Master’s Candidates/Students Having the Right to Study in a Higher Educational Institution without Passing the Unified National Exams/Common Master’s Exams” and the requirements of the higher education of the relevant program.

In order to be admitted to the program, the applicant must meet one of the following conditions:

- a) The applicant must submit an internationally recognized certificate confirming proficiency in Georgian, English, and Russian at least at the B1 level (IELTS, TOEFL, Cambridge English, UNICert®, EnglishScore, etc.);
- b) A foreign applicant with education in Georgian/English/Russian must submit a relevant document (e.g., a diploma, certificate, etc.), also Georgian citizen who has received a complete general education in English/Russian in a foreign country, or its equivalent, and who studied the last 2 (two) years of complete general education abroad, must submit a relevant document (e.g., a diploma, certificate, etc.);
- c) In order to prove proficiency in Georgian, English, and Russian at least at the B1 level, the applicant must pass an exam organized by Tbilisi Humanitarian Teaching University LLC.

Article 2. Levels of Assessment of Language Competence in the Educational Program

1) In order to determine the level of language competence of the Georgian/English/Russian educational program, in the university there has been used the European Framework of Reference for Languages (CEFR) competence level, according to which each language competence corresponds to its conditional signifier.

2) The levels of language competence assessment are:

- a) Level A - basic communication competence;
- b) Level B - independent communication competence;
- c) Level C - professional communication competence.

3) Descriptor of results of language competence level:

a) A1 - Ability to understand and use familiar, everyday expressions and the simplest sentences, the purpose of which is to meet specific needs. Can introduce himself and others, ask people questions about themselves - for example, where they live, who they know or what they own - and give answers. Can communicate in simple ways when the other person speaks slowly and clearly and is willing to help.

b) A2 - Ability to understand sentences and frequently used expressions related to immediate areas of relevance (e.g. information about oneself and family, shopping, work, immediate surroundings). The ability to communicate in simple, everyday situations involving a simple and direct exchange of information and on familiar, routine matters. The ability to describe in simple sentences things related to one's background and education, immediate surroundings and immediate needs.

c) B1 - Understands the main points of familiar matters regularly encountered in work, school, leisure, etc., using simple standard language. Can deal with most language situations likely to arise when travelling. Can speak simply and coherently on familiar topics and on matters of personal interest. Can relate experiences and events, describe dreams, hopes and goals, and give brief arguments or explanations about plans and opinions.

d) B2 - Understands the main ideas of complex texts on concrete and abstract topics; understand discussions on relevant topics in one's own professional field. Be able to enter into spontaneous and fluent contact so that a conversation can be held with a foreign speaker without much effort. Be able to speak clearly and in detail on a wide range of topics, express one's own position on current issues, and explain the advantages and disadvantages of different options.

e) C1 - Ability to understand a wide range of complex, long texts and to grasp implicit meaning. Ability to express ideas spontaneously and fluently, without the need for frequent and obvious word searching. Ability to use the language effectively and flexibly in social, professional or learning situations. Ability to express opinions on complex issues in a clear, structured and detailed manner, using a variety of appropriate means to connect the text.

f) C2 - Ability to easily understand almost everything heard and read, summarize information from various written and oral sources and to convey related arguments and explanations in an organized manner and to convey thoughts spontaneously, very fluently and accurately and to highlight subtle nuances when discussing complex issues. The level of Georgian language competence is determined in accordance with Appendix No. 4 to the “Georgian Literary Language Norms” approved by the Resolution No. 394 of the Government of Georgia of June 30, 2020.

Article 3. Rules for selecting members of the examination commission to determine the level of language proficiency of the educational program for a person wishing to enroll without passing the Unified National/Common Master's Exams

The university administration - a representative of the faculty (program head or co-head), in coordination with the university's educational process management service or quality assurance service, jointly ensure that the applicant wishing to enroll has at least B1/B2 level of knowledge of Georgian /English language/Russian language (conducting an exam), preparation of the university rector's written consent on the applicant's enrollment in the program, on the possibility of accepting the applicant in a vacant place within the total number of students (name, surname, name of the educational program, as well as confirmation of the applicant's proficiency in the language of instruction of the educational program chosen by the applicant at least B1/B2 level).

An organized exam to determine the level of Georgian/English/Russian language proficiency is conducted by a pre-established commission consisting of:

1. Specialist in the field - chairman of the commission (academic or invited staff of the university);
2. Representative of the quality department or educational process management service;
3. Faculty representative (program director or co-director). The examination is confirmed by the presence of the examination report, audio/video recording of the conversation and other relevant documentation.

Article 4. Determination of the level of language proficiency of a Georgian-language educational program for a person wishing to enroll without passing the Unified National/Common Master's Exams

1. In order to determine the language proficiency of a person wishing to enroll in a bachelor's, single-cycle or master's degree program in the Georgian language, the university will conduct an interview/examination.

2. In order to enroll a person without passing the Unified National/Common Master's Exams, the University conducts an exam, either on-site or remotely, to determine the level of language proficiency in the Georgian-language educational program.

a) The on-site exam is conducted in two stages:

a.a) The first stage - the Speaking Module is one of the key components. The examiner assesses the candidate's language competence during the speaking process.

Before the examination, the person must present an identity document through which the examiner identifies the person as the person being examined. After identification, the examiner informs the examinee of the exam rules (the following are not allowed during the exam: a) talking, making noise, using gestures; b) using printed material during the exam; c) bringing in mobile phones; d) leaving the exam area before the end of the exam for any reason, except for health reasons. During the exam period, in the event of the above circumstances and other behavior inappropriate for the exam process, the person will be given a warning for the first time, and in case of repetition, will be removed from the exam) and begins the exam process. In the speaking part, the examiner asks the examinee 10 open-ended questions of difficulty B 1. The examinee is required to answer one question for approximately 1-2 minutes. The speaking part lasts no more than 30 minutes. Each question should relate to a different topic. The maximum score for the first stage of the exam - speaking - is 80, the minimum threshold is 50 points (for assessment criteria, see Appendix No. 1).

A. b) Second stage - after the speaking part, the examiner gives the candidate 20 minutes to complete the written task. The written task involves writing a 100-120 word essay on a specific issue. After completing the work, the person is required to discuss the issue orally. The maximum score for the essay is 20, the minimum threshold is 10 points (see Appendix No. 2 for assessment criteria).

b) The distance exam is conducted in two stages:

b.a) The first stage - the Speaking Module is one of the key components. The examiner assesses the candidate's language competence during the conversation. The remote interview is conducted using Skype or another appropriate program. Before and during the exam, the examiner must see the examinee through a video camera. Before the exam, the person must present an identity document, through which the examiner identifies the person that he or she is really the person being tested. After identification, the examiner informs the examinee of the exam rules (the following are not allowed during the exam: a) talking, making noise, using gestures; b) receiving help from others in any form; c) using printed material during the exam; d) using mobile phones; e) turning off the camera before the end of the exam; f) leaving the exam area before the end of the exam for any reason, except for health reasons. During the examination period, in the event of the above circumstances and other behavior inappropriate for the examination process, the person will be given a warning for the first time, and in case of repetition, he will be removed from the exam) and begins the examination process. In the speaking part, the examiner asks the examinee 10 open-ended questions of B1 difficulty remotely. The examinee is required to answer one question for approximately 2 minutes. The speaking part lasts no more than 30 minutes. Each question must relate to a different topic. The maximum score for the first stage of the exam - speaking assessment - is 80, the minimum threshold - 50 points (see Appendix No. 1 for assessment criteria).

b.b) Second stage - After the end of the speaking part, the examiner gives the examinee 20 minutes to complete a written task. The written task involves writing a 100-120-word essay on a specific issue. The essay must be completed via Skype, in a chat window opened with the examiner. Upon completion of the writing, the person is obliged to send the completed essay to the examiner in the chat window and then orally review the work he or she has done. The maximum score for the essay assessment is 20, the minimum threshold is 10 points. (For assessment criteria, see Appendix No. 2)

3. After the publication of the final results of the language proficiency test for those wishing to enroll in Georgian-language educational programs, those individuals whose language competence reaches the level specified in the language proficiency program of the educational program will gain the right to study in the educational program.

Article 5. Determination of the level of language proficiency of an English-language educational program for a person wishing to enroll without passing the Unified National Exams

1. In order to determine the language proficiency of a person wishing to enroll in English-language educational programs without passing the Unified National Exams, the University ensures that the person wishing to enroll takes an English language proficiency test at levels B1-B2. The test includes testing of speaking, listening and reading language competencies. The examinee must confirm at least level B1. The maximum score for the test is 50 points.

The level of language proficiency is determined as follows:

a) Criteria are defined for confirming the B1 level (see Appendix N 3), which provides for a maximum score of 50 points, among which the maximum score for the speaking part is 30 points, the reading part is 10 points, and the listening part is 10 points. In order for the examinee to confirm the B1 level, he must receive at least 31 points.

b) In case of confirmation of B1 level competence by the examinee, if necessary, the examination is continued and the examinee is evaluated according to B2 level criteria (see Appendix No. 3), whose maximum score is 50. From which the maximum assessment of the speaking part is 30 points, the reading part is 10 points, and the listening part is 10 points.

2. In order to enroll a person without passing the Unified National Exams, the University conducts an exam, either on-site or remotely, to determine the level of language proficiency in the English-language program.

3. The total duration of the exam is 50 minutes at most. The exam begins with a speaking part, during which the examiner asks the candidate questions at the B1 level, and if the candidate passes the B1 level with the appropriate scores, the test proceeds to B2 level questions. If the candidate fails to answer the B2 level questions, the speaking part is terminated and in the next stage, the candidate completes only the B1 level listening and reading tasks.

a) The on-site examination is conducted in three stages:

a.a) the first stage - Speaking Module is one of the key components. The examiner assesses the candidate's language competence during the speaking process. Before the exam, the person must present an identity document, through which the examiner identifies the person that he or she is truly the person being tested. After identification, the examiner informs the examinee of the exam rules (the following are not allowed during the exam: a) talking, noise, or gesturing; b) using printed material during the exam; c) using mobile phones; d) leaving the exam area before the end of the exam for any reason, except for health reasons. During the exam period, in the event of the aforementioned circumstances and other behavior inappropriate for the exam process, the person will be given a warning for the first time, and in case of repetition, will be removed from the exam) and begins the exam process.

The speaking test can be conducted with two students. While assessing speaking skills, during the English B1-B2 level test, the examiner asks one examinee several questions at the appropriate level (B1, B2). Depending on the difficulty, the examinee answers each question for one to two minutes. Each level (B1, B2) is scored separately with a maximum of 30 points. Finally, after answering the questions at all levels, the sum of the points determines the examinee's language proficiency level. (See Appendix 3 for assessment criteria).

In case if a candidate is unable or almost unable to answer the B1 level questions, the speaking test is terminated and no higher level questions will be asked. Such a candidate will also not complete the written assignment. In the event of a student's absence from the exam, a zero score will be assigned.

a.b) Second stage - after completing the speaking part, the examiner gives the examinee a time to test listening competence. The examinee completes the tasks testing listening skills at the B1-B2 level in accordance with the instructions. The listening task at the B1 level includes 10 closed-ended questions, where only one option out of several options is correct. The maximum score for one correct answer is 1 point. The maximum score for 10 correct answers is 10 points. The listening task at the B2 level includes 10 closed-ended questions, where only one option out of several options is correct. The maximum score for one correct answer is 1 point. The maximum score for 10 correct answers is 10 points.

The listening test can be conducted with two students. In case of non-attendance or non-fulfillment of the task at the listening stage exam, the student will be given zero points.

a. g) the third stage - after completing the speaking and listening parts, the examiner gives the examinee a reading comprehension test. During the reading comprehension test, the examinee completes the reading comprehension tasks at the B1/B2 level according to the instructions. The reading task at the B1 level includes 10 closed-ended questions, where only one option is correct out of several options. The maximum score for one correct answer is 1 point. The maximum score for 10 correct answers is 10 points. The reading task at the B2 level includes 10 closed-ended questions, where only one option is correct out of several options. The maximum score for one correct answer is 1 point. The maximum score for 10 correct answers is 10 points. The reading test can be conducted with two students. In case of absence or failure to complete the task during the reading test, a zero score is assigned to the student.

b) The distance exam is conducted in three stages:

b. a) The first stage - Speaking Module is one of the key components. The examiner assesses the candidate's language competence during the conversation. The remote interview is conducted using Skype or another appropriate program. Before and during the exam, the examiner must see the examinee through a video camera. Before the exam, the person must present an identity document, through which the examiner identifies the person that he or she is truly the examinee. After identification, the examiner informs the examinee of the exam rules (the following are not allowed during the exam: a) talking, making noise, using gestures; b) receiving help from others in any form; c) using printed material during the exam; d) using mobile phones; e) turning off the camera before the end of the exam; f) Leaving the examination area before the end of the exam for any reason, except for health reasons. During the exam period, in case of the above circumstances and other behavior inappropriate for the exam process, the person will be given a warning for the first time, and in case of repetition, he will be removed from the exam) and begins the exam process. The speaking exam can be conducted with two students. When assessing speaking skills, during the exam determining the B1-B2 level of the English language, the examiner asks one examinee several questions at the appropriate level (B1, B2). Depending on the difficulty, the examinee answers each question for one to two minutes. Each level (B1, B2) is evaluated separately with a maximum of 30 points. Finally, after answering the questions at all levels, the sum of the points determines the examinee's level of language proficiency. (See Appendix 3 for evaluation criteria).

In case if a candidate cannot or almost cannot answer the B1 level questions, the speaking test is terminated and no higher level questions will be asked. Such a candidate will also not complete the written assignment. In the event of a student's absence from the exam, a zero score will be assigned.

b. b) Second stage - after completing the speaking part, the examiner gives the examinee a time to test listening competence. The examinee completes the tasks testing listening skills at the B1-B2 level in accordance with the instructions. The listening task at the B1 level includes 10 closed-ended questions, where only one option out of several options is correct. The maximum score for one correct answer is 1 point. The maximum score for 10 correct answers is 10 points. The listening task at the B2 level includes 10 closed-ended questions, where only one option out of several options is correct. The maximum score for one correct answer is 1 point. The maximum score for 10 correct answers is 10 points.

The listening test can be conducted with two students. In case of absence or failure to complete the task during the listening test, a score of 0 is assigned to the student.

b. c) The third stage - after completing the speaking and listening parts, the examiner gives the examinee a reading comprehension test. During the reading comprehension test, the examinee completes the reading comprehension tasks at the B1-B2 level according to the instructions. The reading task at the B1 level includes 10 closed-ended questions, where only one option is correct out of several options. The maximum score for one correct answer is 1 point. The maximum score for 10 correct answers is 10 points. The reading task at the B2 level includes 10 closed-ended questions, where only one option is correct out of several options. The maximum score for one correct answer is 1 point. The maximum score for 10 correct answers is 10 points. The reading test can be conducted with two students. In case of absence or failure to complete the task during the reading test, a score of zero is assigned to the student.

4. After the publication of the final results of the language proficiency test for English-language educational programs, those individuals whose language competence reaches the appropriate language proficiency level specified by the educational program will gain the right to study in the educational program.

Article 6. Determination of the level of language proficiency of a Russian-language educational program for a person wishing to enroll without passing the Unified National Exams

1. In order to determine the language proficiency of a person wishing to enroll in Russian-language educational programs without passing the Unified National Exams, the University ensures that the person wishing to enroll takes a language proficiency exam in Russian at levels B1-B2. The exam includes testing speaking, listening, and reading language competencies. The examinee must confirm at least level B1. The maximum score for the exam is 80 points, the minimum competency threshold is 50 points. (See Appendix No. 4)

2. The level of language proficiency is determined as follows:

- Listening: The applicant must be able to understand the information conveyed in the monologue/dialogue, the main content and communicative intentions with sufficient completeness, depth and accuracy. The volume of the text should not exceed 100–200 lexical units. The pace of speech should be natural (200–250 sounds per minute). The genres of the texts presented for listening are: monologue-message, narration, dialogue. The lexical and grammatical material corresponds to the B1 level.
- Reading/Comprehension: The volume of the text: 200–600 lexical units. The applicant must be able to understand the content after reading the text (40–50 words per minute).
- Writing: To demonstrate the ability to correctly form texts, the applicant must be able to convey the content of the read text in writing. (Volume of the written text: 200–400 lexical units).
- Speaking: The applicant speaks coherently, logically, and reasons smoothly using appropriate vocabulary. (See Appendix No. 4)

Article 7. Scheme for monitoring the relevance of language proficiency in the educational program

The HEI carries out constant monitoring of the level of English/Russian language proficiency of students enrolled in English/Russian language programs, their relevance to the program

requirements, according to the scheme implemented at the HEI. The HEI's systematic process of collecting and analyzing data aims to study the language competencies of students and, based on the results obtained, implement appropriate measures:

1. Students who, upon enrollment in an educational program, have confirmed their language proficiency in the Georgian/English/Russian language at the B1 level of the relevant language of the program, will be tested at the end of the first semester in accordance with the “Tbilisi Humanitarian Teaching University Language Competency Assessment Rules” in order to determine the relevance of the program language knowledge to the program requirements.
2. After processing the results of the aforementioned testing, the university, in order to improve the current situation, offers students a Georgian/English/Russian language training course at the “Innovative Academy of Languages” LLC, with funding (for high-achieving students) or co-financing.
3. The test to determine the relevance of the language proficiency of the educational program is conducted after the end of the first semester.

Article 8. Appeal of Exam Results

1. The results of the language proficiency test shall be notified to the student/applicant no later than 2 (two) days after the test.
2. The student/applicant has the right to appeal the results of the test within 2 (two) days after the exam. The appeal application shall be considered by a temporary commission established by the legal act of the rector on the basis of the service card of the dean of the relevant faculty. The commission shall include: a representative of the quality assurance service, the dean of the relevant faculty, and a specialist in the relevant field.
3. The final results of the language proficiency test shall be notified to the student/applicant no later than 3 (three) days after the appeal application is submitted.

Article 9. Final Provisions

1. The procedure for determining the level of foreign language proficiency required for a student or staff to participate in an international mobility program is determined in accordance with the “Rule for the Selection of Students, Academic, Administrative and Support Staff for Participation in International Exchange and Mobility Programs of Tbilisi Humanitarian Teaching University LLC”.
2. This Rule is approved by the decision of the Academic Council of the University.
3. Amendments and additions to this Rule are made in accordance with the current legislation of Georgia.

Evaluation criteria for the first stage of the Georgian language exam - the speaking part

Score	General Description	Fluency	Lexical-grammatical fluency	Dissemination of the topic of conversation
71-80	The answer meets the requirements of the task, with minor errors. The conversation is understandable and represents a unified, well-organized discussion.	Speaks essentially fluently. Speech is clear. May include minor errors or obstacles in pronunciation or intonation, which do not impair the overall understanding of the conversation.	The answer demonstrates effective use of grammar and vocabulary. It shows a fairly high degree of automaticity, with a good command of basic and complex structures. Minor (or systematic) errors are noted that do not obscure the meaning.	The answer is complete and meets the requirements of the task. In general, it is well-structured and well-organized. The connections between ideas are clear and coherent.
61-70	The answer is largely consistent with the requirements of the task, with minor errors. The conversation is understandable and represents a largely coherent, well-organized discussion.	Essentially fluent. Speech is mostly clear. May include minor errors or lapses in pronunciation or intonation that do not impair the overall understanding of the conversation.	The answer is for the most part, a demonstration of effective use of grammar and vocabulary. It shows a fairly high degree of automaticity, with good command of basic and complex structures. Minor (or systematic) errors are noted that do not obscure the expression of thought.	The answer is mostly complete and meets the requirements of the task. It is generally well-structured and coherent. The connections between ideas are largely clear (or there is a clear sequence of ideas).
51-60	The answer responds to the task in accordance with the task, however, it is not fully	Speech is generally clear, with fairly free	Uses grammar and vocabulary quite	The response is largely coherent and coherent,

	<p>formulated. In general, the answer is understandable and complete, although 2-3 errors in the expression of ideas are noticeable.</p>	<p>expression. However, minor difficulties in pronunciation, intonation, and pace are noticeable and may occasionally require effort on the part of the listener. However, this does not impair the overall understanding of the conversation.</p>	<p>automatically, effectively, and expresses relevant ideas fairly clearly. There may be a few instances of imprecise use of lexical and grammatical structures or use of somewhat limited structures. This factor may affect fluency. However, it does not significantly impede the transmission of the communication message.</p>	<p>conveying relevant ideas/information . Overall development is somewhat limited; lacks completeness or specificity. Relationships between ideas are sometimes not immediately apparent.</p>
41-50	<p>The answer responds to the task in accordance with the task, however, it is not fully developed. In general, the answer is understandable and complete, although 5-6 noticeable errors are noticeable in the expression of ideas.</p>	<p>Speech is mostly clear, expression is quite free, and however, minor obstacles in terms of pronunciation, intonation, and pace are noticeable and may occasionally require some effort from the listener. At the same time, this does not significantly hinder the overall perception of the conversation.</p>	<p>The answer demonstrates a more or less automatic, effective use of grammar and vocabulary and a fairly fluent expression of relevant ideas. The response may include 5-6 instances of inaccurate use of lexical and grammatical structures or may be somewhat limited in its use. This factor may affect fluency, but does not significantly impede the transmission of</p>	<p>The answer is mostly organized and coherent and conveys relevant ideas/information . Overall development is somewhat limited, typically lacking completeness or specificity. Relationships between ideas are sometimes not immediately apparent.</p>

			communication message.	
31-40	The answer is appropriate to the task, but the development of the issue is limited. Speech is understandable; however, problems with delivery and/or general fluency are noticeable. The idea is sometimes unclear.	Speech is generally intelligible, but unclear pronunciation, inappropriate intonation, or irregular rhythm make it difficult for the listener to understand the conversation. The meaning is sometimes unclear.	The answer is to demonstrate limited use and control of grammar and vocabulary. These limitations often prevent the full expression of ideas. For the most part, only basic sentence structures are used successfully and are expressed fluently in speech. The structures and vocabulary may express mainly simple (brief) and/or general ideas with simple and unclear connections between them.	The answer is related to the task, but the number of ideas expressed or the development of ideas is limited. For the most part, simple ideas are expressed, with limited further elaboration (in terms of detail and concreteness). At times, the relevant conversational material may be vaguely expressed or ideas may be repeated. The connections between ideas are not clear.
21-30	The answer is appropriate to the task, but the development of the issue is significantly limited. The speech is largely intelligible, although problems with delivery and/or general fluency are noticeable. The idea is often unclear.	Speech is generally intelligible, although often due to unclear pronunciation, inappropriate intonation, or irregular rhythm, the listener has to make an effort to understand the conversation. The meaning is often unclear.	The answer is to demonstrate significantly limited use and control of grammar and vocabulary. These limitations often significantly hinder the full expression of ideas. For the most part, only basic sentence structures are used successfully and are expressed fluently in	The answer is mostly related to the task, but the number of ideas expressed or the development of ideas is very limited. For the most part, simple ideas are expressed, with limited further elaboration (in terms of detail and concreteness). Sometimes the relevant conversational

			speech. The structures and vocabulary may express mainly simple (brief) and/or general ideas with simple and unclear connections between them.	material may be expressed vaguely or the idea may be repeated. The connection between ideas is not clear.
11-20	The answer is very limited in content and/or coherence or is only minimally related to the task or the speech is largely unintelligible.	Frequent problems with pronunciation, intonation, or intonation require significant effort from the listener. Speech is discontinuous, fragmentary, or telegraphic; frequent pauses and delays are noted.	The use of grammar and vocabulary significantly limits the ability to express ideas and make connections between them. Some less difficult answers may rely primarily on pre-processed or templated language units.	Relevant content is expressed in a limited way. Response goes beyond the expression of very simple ideas. The speaker is unable to speak coherently to complete the task and may rely mainly on repetition of cues.
1-10	The answer is very limited in content and/or coherence or has little to do with the task. The speech is largely unintelligible.	Frequent problems with pronunciation, intonation, or intonation require considerable effort from the listener. Speech is discontinuous, fragmentary, or telegraphic; there are frequent pauses and delays.	The use of grammar and vocabulary significantly limits or hinders the expression of ideas and the establishment of connections between them. Some less difficult responses may rely primarily on pre-processed or templated language units.	Relevant content is expressed in a limited way. Response does not go beyond the expression of very simple ideas. The speaker is unable to speak coherently to complete the task and may rely mainly on repetition of cues.
0	The speaker does not try to answer or the answer is not related to the topic.			

Essay evaluation criteria for the second stage of the exam

Score	Task completion
16-20	<ul style="list-style-type: none"> • Demonstrates an effective approach to the topic and task. • The essay is well organized and developed, using appropriate reasoning, examples, and/or details. • The essay demonstrates unity, coherence, and systematicity. It demonstrates proficiency in language use, demonstrating syntactic variety and systematic use of vocabulary, although minor lexical and grammatical errors may also be noted.
11-15	<ul style="list-style-type: none"> • The approach to the topic and task is good, although a few points may not be fully addressed. • Overall, the essay is well organized and developed, with appropriate and sufficient argumentation, examples, and/or details. • The essay demonstrates unity, coherence, and systematicity, although it may occasionally involve exaggeration, digression, or unclear connections. • The essay demonstrates proficiency in language use, syntactic variety, and vocabulary, although there are noticeable minor errors in structure and word use that do not detract from the meaning.
6-10	<ul style="list-style-type: none"> • The essay demonstrates an approach to the topic and task, supported by explanation, examples, and/or details. • Unity, coherence, and systematicity are evident, although the connections between ideas are at times unclear. • There may be inconsistencies in sentence structure and word choice, which may be reflected in a lack of clarity and at times vague meaning. • May display accurate but limited syntactic structures and vocabulary.
1-5	<p>At this point, the essay is characterized by the following significant weaknesses:</p> <ul style="list-style-type: none"> • Significant structural problems or irrelevant development of the essay. • Little specificity or lack of detail, inconsistent examples or answers. • Significant and frequent errors in sentence structure or usage
0	The task has not been completed according to the criteria mentioned above or has not been completed at all.

English language test evaluation criteria

Criteria for evaluating speaking ability:

25-30 points - Speaks clearly, originally and fluently on a given issue. Shows good imagination, possesses a rich vocabulary appropriate to the level. Follows grammatical norms, uses thematic words and phrases freely and gives a quick reaction to questions: the answer is accurate and interesting.

24-19 points – Is able to speak, formulates his/her thoughts clearly, is logically connected to the question posed. Uses appropriate linguistic and expressive means, but lacks vocabulary diversity. Does not react quickly, but correctly analyzes the question posed and answers adequately. Answer options and vocabulary do not differ from each other.

13-18 points – Is more or less able to justify his/her opinion, without facts and logical reasoning. Adheres to elementary rules of spelling, conversation composition is poor. Vocabulary is very monotonous and quantitatively small. He/she hesitates when answering, sometimes unable to answer.

7-12 points - Is unable to speak, has difficulty expressing his/her thoughts. The vocabulary is poor. He/she cannot follow grammatical norms. He/she generally cannot understand the questions or is unable to give the correct answer.

0 points - conveys sentences, has difficulty connecting them. Vocabulary is too poor. Answers to questions are inappropriate. The applicant does not meet the standards required for studying in an English language program.

Listening and reading (text comprehension/analysis) assessment criteria: The test consists of 10 closed-ended questions.

1 point - the answer is correct;

0 points - the answer is incorrect.

Russian language test evaluation criteria

Test reading/comprehension assessment criteria:

When assessing the reading/comprehension test, the applicant is given 10 closed questions. The answer is true/false. Accordingly, for each correct answer, the applicant receives 1 point, and for each incorrect answer - 0 points.

Criteria for evaluating written assignments:

When assessing a written assignment, the score is calculated by combining two components – content and literacy. The volume of the written text should not be less than 120 lexical units. Reducing the number of lexical units leads to a lower score. When assessing the content, attention will be paid to the logic of the presentation, the completeness of the coverage of the problem, and the correct use of vocabulary and syntactically complex constructions. The maximum score for content is 10 points.

Evaluation:

9-10 points - The applicant has perfectly conveyed the topic; the questions are covered exhaustively and completely. Each subsequent sentence is logically connected to the previous one. The written text is correctly divided into paragraphs; the paragraphs are logically connected to each other. Complex syntactic constructions are used. The vocabulary is rich. One speech error is allowed, which does not affect the understanding of the content.

7-8 points - The applicant explained the topic well; the questions are covered in a comprehensive and exhaustive manner. Each subsequent sentence is logically connected to the previous one. The written text is correctly divided into paragraphs; the paragraphs are logically connected to each other. Complex syntactic constructions are used. The vocabulary is rich. 2-3 speech errors are allowed that do not significantly affect the understanding of the content, or the total volume of lexical units does not exceed 100.

5-6 points – The work done is of an average level, questions are covered one-sidedly or incompletely. There are errors in the logical connection of sentences and paragraphs. The written text is divided incorrectly or not at all into paragraphs. The paragraphs are not logically well connected to each other. Simple syntactic constructions are used. Vocabulary is at an average level, there is repetition of lexical and syntactic constructions (more than two). 4-6 errors are allowed. To understand the text, it is necessary to read the work carefully, or the total volume of lexical units does not exceed 80.

3-4 points - The work done is of a low-level, questions are poorly covered. There are many errors in the logical connection of sentences and paragraphs. The text is not divided into paragraphs correctly or not divided at all; paragraphs are not logically connected to each other. Simple syntactic constructions are used. Vocabulary is scarce; there is lexical and syntactic repetition (more than three). 7-9 speech errors are allowed. The text is difficult to understand or the total number of lexical units does not exceed 60.

1-2 points - The work done does not correspond to the given topic or 1-2 sentences are written that are not thematically related to the topic/topic. The vocabulary is poor and primitive. Understanding the text is significantly complicated or completely impossible. The number of speech errors exceeds 10 or the total volume of lexical items does not exceed 40.

0 points - A blank sheet of paper was submitted, or the wording of the assignment was copied, or the submitted work does not correspond to the topic.

Speech evaluation criteria:

Speech assessment criteria: Speech errors:

1. Using a word with an unusual meaning for it.
2. Violation of lexical compatibility of words.
3. Unjustified use of dialectal and colloquial expressions.
4. Incorrect use of pronouns.
5. Incorrect use of words with a different stylistic coloring.
6. Distinguishing shades of semantic meanings introduced into a word by a prefix or suffix.
7. Distinguishing paronyms.
8. Use of unnecessary words (pleonasm), tautology.
9. Violation of word order.
10. Poverty and monotony of syntactic structures. Three speech errors are equal to one grammatical error.

The grammar assessment includes an assessment of knowledge in the field of grammar at level B1, knowledge of spelling, punctuation, morphology and syntax at the specified level. The maximum grammar assessment is 10 points.

Evaluation:

9-10 points - The work is written correctly, in compliance with the norms of the modern Russian language. Complex syntactic constructions are used. There is no more than 1 grammatical error. Spelling and punctuation are at a high level.

7-8 points - The work is written correctly, following the norms of the modern Russian language. Complex syntactic constructions are used. There are no more than 2-3 grammatical errors. Spelling and punctuation are at a good level.

5-6 points - The work is written at an average level, with some violations of the norms of the modern Russian language (the use of colloquial expressions, slang, street language, various youth subcultures, and expressions borrowed from the native language, etc. in written speech). Simple syntactic constructions are used. Grammatical errors are from 4 to 6. Spelling and punctuation are at an average level.

3-4 points - The work is poorly written, with significant violations of the norms of the modern Russian language (inclusion of colloquial expressions, slang, street language, various youth subcultures, etc. in written speech; incorrect use of the semantics of lexemes). Simple syntactic constructions are used. Grammatical errors are from 7 to 10. Spelling and punctuation are at a weak level.

1-2 points - The work is written at a low level, with a gross violation of the norms of the modern Russian language (inclusion of colloquial expressions, slang, street language, various youth subcultures, etc. in written speech; poor knowledge of syntactic structures, poor knowledge in the field of morphology). Elementary syntactic constructions are used. More than 11 grammatical errors are made. An extremely low level of knowledge is demonstrated in the field of spelling and punctuation. Either 2 sentences are written, or there are grammatical/spelling errors in every word, punctuation is not observed. Understanding the text is either very difficult or impossible.

0 points - the number of grammatical errors exceeds 15 in total; punctuation, spelling and syntax errors, which make the comprehension process impossible.

Grammatical errors

1. Incorrect word formation.
2. Incorrect formation of word forms.
3. Violation of language norms.
4. Violation of management standards.
5. Violation of the connection between the subject and the predicate.
6. Violation of the ways of expressing the predicate.
7. Errors in the construction of simple sentences.
8. Errors in the construction of compound sentences.
9. Errors in the construction of complex sentences.
10. Violation of sentence boundaries.
11. Omission of a sentence member.
12. Violation of the types of temporal correlation of verb forms.
13. Errors related to the use of particles.

Spelling errors

A spelling error is the incorrect spelling of a word. Typical spelling errors at level B1+ in Russian include:

- Incorrect spelling of letters перехот (переход);
- Violation of the rules of transposition рад-ость;
- Spelling of complex words (together or separately) какбудто, не чем (как булый, нечем);
- Spelling of stems with alternating vowels умерать (умирать);
- Changing words кординально (кардинально);
- The difference between и/й in the endings of adjectives and particles;
- Incorrect use of the letters а/о at the end of adverbs;
- The absence of ь in infinitive forms and 3rd declension nouns;
- Incorrect use of и/ы in the stems or endings of words.

Punctuation errors:

Punctuation errors are the incorrect use of punctuation marks. Punctuation errors at the B1+ level in Russian include:

- Incorrect use of commas before conjunctions in a complex sentence;
- The absence of commas between parts of a complex sentence before conjunctions - что, чтобы, потому что, как, где, когда, который;
- Incorrect use of punctuation marks in a compound sentence;

- Incorrect use of commas before the preposition and gerund in a complex sentence;
- Errors in the use of punctuation marks in introductory words.

Communicatively significant errors are lexical-grammatical and stylistic errors that affect the solution of the communicative task. If the total number of errors made during the task exceeds 15 points, the task is not evaluated. Ratio of grammatical and spelling/punctuation errors: A total of 10 (from 5 to 10) spelling/punctuation errors equals 1 grammatical error.

Criteria for listening assessment:

A dictionary cannot be used when writing the test. The test consists of 3 audio texts. Each audio text is listened to twice. After listening to the audio text, you must choose the correct answer from the proposed closed questions and mark the corresponding letter in the test. The maximum number of points for listening is 14. Each correct answer is worth 1 point, each incorrect answer is worth 0 points.

Speaking assessment criteria:

The test consists of 3 tasks. Task I is completed without prior preparation. Participation in dialogues is required. The teacher's question from the test is listened to and an answer is given. If the applicant does not have time to answer, there is no need to delay; you should listen to the next question. The applicant must give a complete answer (the answer “да”, “нет”, “не знаю” is not complete).

Task II is completed without prior preparation. Participation in situational dialogues is required. The applicant is introduced to the situation and then begins a dialogue to solve the problem. If one situation seems difficult, they can move on to the next situation. It is necessary to build full-fledged dialogues that reflect the necessary information as much as possible. Uniform answers (“да”, “нет”, “не знаю”) will not be considered.

Task III involves conveying the brief content of the read text. The maximum number of speaking points is 26. If the main communication task is not adequately solved, the answer is not scored. A communicatively significant error refers to lexical-grammatical, phonetic or intonation errors that affect the understanding of the communication task.

Speech evaluation criteria

1. Accuracy of reproduction of text information (-5 points for each distortion of information / +5 points for the adequacy of information reproduction);
2. Completeness of text reproduction (-5 points for omission of the semantic part, + 5 points for full reproduction of the semantic part);
3. Logicity and consistency of presentation (-2 points for each violation, +2 points for completeness of reproduction of the semantic part);
4. Elements of independence in the interpretation of the content of the text and the use of language means (+5 points);
5. Development of the statement (+ 1 point);
6. Compliance with phonetic-intonation norms (+1 point);

7. Maximum use of speech etiquette (+1 point);
8. Gross violations of phonetic-intonation norms at the non-phonemic level (-2 points for each task);
9. Communicatively insignificant lexical and grammatical errors (-0.5 points each);
10. Communicatively significant errors (-1 point each);
11. Violation of speech norms (-0.5 points in each case);
12. Adequacy of understanding the communicative task is encouraged and noted (+6 points).