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Rule on determining Language Proficiency

2020



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Article 1. General provisions

1. The rule on determining language proficiency (hereinafter referred to as "the rule") shall be determined by:

A) Rules and procedures for determining the level of language proficiency of a person willing to be enrolled in an educational program without passing the Unified National / Common Master's Examinations in accordance with the current legislation of Georgia.

B) Rules and procedures for determining the level of language proficiency, provided by the relevant educational program, of the person willing to be enrolled in the University on the basis of passing the Common Master's examinations / on the basis of the Unified National Examinations / through Mobility.

2. The purpose of this Rule is to facilitate the determination of the level of language proficiency required for achieving of learning outcomes by those willing to be enrolled / have been enrolled in the educational programs of the University, as well as the the introduction of university mechanisms to improve the level of language proficiency.

Article 2. Levels of assessing language proficiency of the educational program

1. To determine the level of language proficiency, the university uses the level of proficiencies tested by the Common European Framework of Reference for Languages (CEFR), according to which each language proficiency corresponds to its conditional denominator.

2. Levels of assessment of language proficiency are:

A) A level- Elementary Proficiency

B) B level – Independent User

C) C level – Proficient User

3. Describing the results of the level of language proficiency:



A) A1 – Able to understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type; to introduce him / herself and others and to ask and people questions about where they live, about people they know and things they own – and also, able to answer them; to interact in as a simple way provided the other person talks slowly and clearly and is prepared to help.

B) A2 – Able to understand sentences and frequently used expressions related to the most immediate relevance of certain fields (e.g very basic personal and family information, shopping, immediate environment, employment); to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters; to describe in simple terms aspects of his/her origin and education, immediate environment and things related to their immediate needs.

C) B1 – Able to understand the main points of simple standard language input on familiar matters, regularly encountered at work, school, leisure, etc.; to deal with most situations likely to arise whilst travelling; to produce simple consecutive text on topics which are familiar or of personal interest; to describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

D) B2 – Able to understand the main ideas of complex text on both concrete and abstract topics, discussions as in one's own professional field also about different subjects; to interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible for each party without making a lot of effort; to produce clear, detailed text on a wide range of subjects and express their opinion about a topical issue express the advantages and disadvantages of various opportunities.

E) C1 – Able to understand a wide range of complex, longer texts and recognize its implicit meaning; to express him/ herself fluently and spontaneously without much obvious searching for expressions; to use language flexibly and effectively for social, academic and professional purposes; to produce clear, well-structured, detailed text on complex subjects, using a variety of appropriate means to compose a text in this process.

F) C2 – Able to understand everything heard or read easily; to summarise information from different spoken and written sources, reconstructing arguments and explanations in a coherent



presentation; to express him/herself spontaneously, very fluently and precisely, to highlight subtle nuances while talking about complex issues.

4. Levels of language proficiency of the Georgian language shall be determined in accordance with Appendix № 4 of the “Norms of the Georgian Literary Language” approved by the Resolution №394 of the Government of Georgia of June 30, 2020.

Article 3. Determining the level of language proficiency of the educational program for a person willing to be enrolled without passing the Unified National / Common Master's Examinations

1. In order to determine the language proficiency of a person willing to be enrolled in Bachelor, One - step and Master education programs, the University shall conduct an interview and make a video recording of the interview available to the Ministry of Education, Science, Culture and Sport of Georgia.

2. To determine the level of knowledge of the program language proficiency, for the purpose of enrollment of a person without passing the Unified National / Common Master's Examinations, the University shall conduct the face to face examination or a remote one.

A) The face to face examination is conducted in two stages:

A.a) The first stage - the Speaking Module is one of the key components. The examiner evaluates the candidate's language competence during the conversation. Prior to the examination, the person must represent an identity document through which the examiner identifies the examinee, that he /she actually is the one to be examined. After identification, the examiner informs the examinee about the rules of the exam (At the exam, it is not allowed to: A) talk, make noise, use any gestures; B) use printed material during the exam; C) have mobile phones; D) leave the examination room before the end of the examination for any reason, except due to health condition. During the examination period, in the presence of behavior mentioned above or any other, unsuitable for the examination process, the person will be given a verbal warning for the first time, and in case of repetition, he /she will be expelled from the examination) and starts the



examination process. In the Speaking part, the examiner asks the examinee 10 open-ended questions corresponding to the complicity of B2 level. The examinee is required to answer one question in about 2 minutes. Part of the conversation lasts no more than 30 minutes. Each question should refer to a different topic. To some extent, it is possible a different but interrelated theme to be given. The maximum score for the first stage of the test - Speaking part - is 80, the minimum threshold - 50 points (for assessment criteria see Appendix № 1).

A.b) The second stage - after completing the Speaking part, the examiner gives the examinee 20 minutes to complete the written assignment. A written assignment involves writing a 100-120 word essay about a specific topic. Upon completion of the work, the person is required to orally review the issue. The maximum score for the essay is 20, the minimum threshold is 10 points (for assessment criteria see Appendix № 2).

B) The remote examination 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 interview is conducted through the program Skype or other relevant program. Before and during the test, the examiner should see the examinee through a video camera before beginning and during the exam. Prior to the examination, the person must represent an identity document through which the examiner identifies the examinee that he /she actually is the one to be examined. After identification, the examiner informs the examinee about the rules of the exam (At the exam it is not allowed to: A) talk, make a noise, use any gestures; B) receive assistance from others in any form; C) use printed material during the exam; D) use mobile phones; E) turn off the camera till the end of the examination; F) leave the examination room before the end of the examination for any reason, except due to health condition. During the examination period, in the presence of behavior mentioned above or any other, unsuitable for the examination process, the person will be given a verbal warning for the first time, and in case of repetition, he /she will be expelled from the examination) and starts the examination process.

In the remote Speaking part, the examiner asks the examinee 10 open-ended questions corresponding to the complicity of B2 level. The examinee is required to answer one question in



about 2 minutes. Part of the conversation lasts no more than 30 minutes. Each question should refer to a different topic. To some extent, it is possible a different but interrelated theme to be given. The maximum score for the first stage of the test - Speaking part - is 80, the minimum threshold - 50 points (for assessment criteria see Appendix № 1).

B.b) The second stage - after completing the Speaking part, the examiner gives the examinee 20 minutes to complete the written assignment. A written assignment involves writing a 100-120 word essay about a specific topic. The essay should be completed via Skype, in a chat window with the examiner. Upon completion of the work, the person is required to orally review the issue. The maximum score for the essay is 20, the minimum threshold is 10 points (for assessment criteria see Appendix № 2).

3. After the publication of the final results of the language proficiency exam, the right to study at the educational program will be granted to those whose language proficiency reaches the level of knowledge defined by the relevant educational program.

4. A person is entitled to certify the level of language proficiency of the relevant educational program by submitting an international certificate specified by Article 8 of this Rule, in accordance with the level of foreign language specified for the program. In case of presenting an international certificate, the University provides only an interview for the person willing to be enrolled in the University and access to a video recording for the Ministry of Education, Science, Culture and Sport of Georgia.

Article 4. Determining the level of knowledge of the foreign language component of the relevant educational program for a student enrolled through mobility, through the Unified National Examinations.

1. The University will provide testing¹ of students enrolled based on the results of the Unified National Examinations, to determine the level of foreign language proficiency specified by the relevant educational program.

¹ The language test sets a minimum threshold for a specific score that determines the appropriate level of foreign language proficiency.



2. A student enrolled on the basis of the Unified National Examinations, shall represent an identity document before starting the exam through which the representative of Examination Center identifies the entrant that he /she actually is the one to be examined. After identification, the representative of Examination Center informs the examinee about the rules of the exam (At the exam, it is not allowed to: A) talk, make a noise, use any gestures; B) use printed material during the exam; C) have mobile phones; D) leave the examination room before the end of the examination for any reason, except due to health condition. During the examination period, in the presence of behavior mentioned above or any other, unsuitable for the examination process, the person will be given a verbal warning for the first time, and in case of repetition, he /she will be expelled from the examination) and starts the examination process.

In case of removal of the entrant from the examination, the study of the foreign language of the educational program at the appropriate level is determined to the student in accordance with the terms and conditions of paragraph 3 of this article) and begins the examination process.

3. A student enrolled in the University on the basis of the Unified National Examinations, who has passed the Unified National Examinations in the foreign language chosen by the foreign language component of the educational program, but did not attend the examination organized by the University, the foreign language proficiency of the educational program is determined from A1 level. ²

4. If a student has passed a Unified National Examinations of a language other than the mandatory foreign language component of the program, the University shall provide testing for the entrant in accordance with the rule set forth in this Article in order to determine foreign language proficiency. If the entrant does not appear for the exam organized by the University to determine the level of foreign language, he / she will be taught the foreign language component of the educational program from A1³ level.

5. A student enrolled in European University through mobility, whose foreign language proficiency within the framework of education received in another educational institution has not

² If a student considers that he / she knows a foreign language at a higher level, he / she is entitled to apply to the University to determine the foreign language level in accordance with Article 7 of this Rule.

³ If a student considers that he / she knows a foreign language at a higher level, he / she is entitled to apply to the University to determine the foreign language level in accordance with Article 7 of this Rule.



been recognized as including the foreign language specified in the relevant educational program of the European University, shall have a test to determine the level of foreign language specified in the relevant educational program. Based on the test results, the level of the student's foreign language proficiency of the relevant educational program is determined. The procedure for conducting testing shall be determined in accordance with paragraph 2 of this Article.

In case of non-appearance of the student at the exam organized by the University, the foreign language level of the educational program is determined from A1⁴ level.

6. The entrant enrolled on the basis of the results of the Unified National Examinations is also entitled to confirm the level of the foreign language determined by the program by submitting an international certificate specified in Article 8 of this Rule. This paragraph applies to the Western (English, Russian, German, French, Spanish) languages offered by the University.

Article 5. Determining the level of knowledge of a foreign language component for a student enrolled through Common Master's Examination

1. The level of foreign language proficiency of the person, willing to be enrolled through Common Master's Examinations is determined by the results of the entrance exam for the master's degree determined by the university at the relevant educational program or submitting the international language proficiency certificate envisaged by the requirements of the relevant educational program.

2. A student on Matser's degree course shall submit an identity document before starting the exam through which the examiner identifies the student that he /she actually is the one to be examined. After identification, the examiner informs the examinee about the rules of the exam (At the exam, it is not allowed to: A) talk, make a noise, use any gestures; B) use printed material during the exam; C) have mobile phones; D) leave the examination room before the end of the examination for any reason, except due to health condition. During the examination period, in the presence of behavior mentioned above or any other, unsuitable for the examination process, the student will be given a

⁴ If a student considers that he / she knows a foreign language at a higher level, he / she is entitled to apply to the University to determine the foreign language level in accordance with Article 7 of this Rule.



verbal warning for the first time, and in case of repetition, he /she will be expelled from the examination and his/her work shall not be checked) and starts the examination process.

3. For the purpose of enrollment of a person in a master's degree educational program, the university shall conduct an exam to determine the level a foreign language proficiency. The exam is held in two stages:

A) The first stage - the Speaking Module is one of the key components. It is conducted face-to-face or remotely. The examiner assesses the candidate's language competence during the conversation. In the speaking module, the maximum score of the test is 25 points. The student assessment criteria and the duration of the examination shall be determined in accordance with Appendix 3 of this Rule.

B) The second stage - the test (conducted in written form) checks three basic language skills of the candidate: *listening, reading and writing*. The maximum score of the test is 75 points. The assessment criteria for the student on Master's Degree course are defined in accordance with Appendix № 4 of this Rule.

4. The minimum threshold for the results obtained in both components of the foreign language exam specified in paragraph 3 of this Article (speaking module, test) is 51 points.

5. The deadlines for conducting the examination, announcing the results of the examination and submitting the appeal shall be determined in each specific case in accordance with the legal act of the Rector.

6. A person willing to be enrolled in a master's degree program is exempted from passing the exam determining foreign language proficiency in the following cases:

A) If the student has got education of bachelor's and / or master's degrees in a foreign language specified for the internal master's degree examinations established for the program, which is confirmed by submitting a document certifying higher education - diploma and diploma supplement.



B) If the student has one of the following certificates, confirming the level of the foreign language proficiency of the internal master's degree examination considering the requirements of the relevant educational program:

German	Goethe – Zertifikat B2
	Zertifikat Deutsch für den Beruf, DAF, sprachdiplom kultusministerkonferenz
	Konferenz, ZMP, Zentrale Oberstufenprüfung, Kleines/Grosses Deutsches Sprachdiplom, DSH
English	CEFR B2
	IELTS exam – 5.5 ⁵
	BEC exam and CELS exam – Vantage ⁶
	Cambridge exam – FCE ⁷
	TOEIC – 785 ⁸
	TOEFL iBT – 72 ⁹
French	TOEFL ITP – 543 ¹⁰
	Diplome de Langue Francaise (DL) (AF)
	Diplome d’Etudes en Langue Francaise DELF/B2 (CIEP)

⁵ <https://www.cambridgeenglish.org/Images/126130-cefr-diagram.pdf>

⁶ <https://www.cambridgeenglish.org/Images/126130-cefr-diagram.pdf>

⁷ <https://www.cambridgeenglish.org/Images/126130-cefr-diagram.pdf>

⁸ <https://youenglishitest.com/article/index/art/54>

⁹ <https://www.ets.org/toefl/score-users/scores-admissions/compare>

¹⁰ https://www.ets.org/toefl_itp/scoring/interpret



Article 6. Confirmation of the language proficiency of the relevant educational program by the person willing to be enrolled through mobility

1. A person willing to be enrolled through mobility, who has obtained the right to study at the university without passing the Unified National / Common Master's Examinations is subject to determination of Georgian / English language proficiency to confirm the language competence required to achieve the relevant learning outcome of the program.
2. For the purpose of enrollment in the educational program of a person specified in paragraph 1 of this Article, the level of language proficiency of the program shall be determined in accordance with the rule specified in sub-paragraph “a” of paragraph 2 of Article 3 of this Rule.
3. After the publication of the final results of the language proficiency exam at the relevant educational programs, the right to study in the educational program will be granted to those whose language proficiency meets the language level specified in the relevant educational program.
4. A person willing to be enrolled in European University through mobility is entitled to prove the language competence of the program by submitting an international certificate specified in Article 8 of this Rule, in accordance with the level of language proficiency specified for the program. In case of submitting an international certificate, a person willing to be enrolled through mobility is exempted from passing the exam specified in paragraph 2 of this article.

Article 7. Determining the level of a foreign language proficiency, provided by the educational program for a student enrolled in the educational program of the University

1. A student enrolled in an educational program of the University, who studies a foreign language specified by the relevant educational program and considers that his / her knowledge does not



correspond to a specific level of the language, is entitled to apply to the university to determine the level of the foreign language proficiency.

2. Determining the level of foreign language proficiency provided within the educational program is carried out by a level test. The exam is conducted in accordance with the rules established by this rule.

3. While studying at the educational program, if the student has confirmed the level of foreign language proficiency of the educational program by obtaining an international certificate specified in Article 8 of this Rule, he / she is entitled to apply to the university to present an international certificate certifying the relevant level of a foreign language proficiency. Accordingly, the commission established by the legal act of the Rector, will discuss whether the student will continue to study at an appropriate level of a foreign language or be exempted from a foreign language component.

Article 8. Conformity of the international certificate with the level of the language of the educational program or the foreign language component of the educational program

1. The student is entitled to submit relevant international certificate (TOEIC, TOEFL, IELTS, Cambridge Exam) to determine the level of language proficiency. Certified language proficiency level corresponds to the level of studying at the university in accordance with the following table:



TOEIC ¹¹	TOEFL ITP ¹²	TOEFL IBT ¹³	IELTS ¹⁴	Cambridge Exam ¹⁵	CEFR / University course
120-220	-	-	-	-	A1
225-545	337	-	-	KET	A2
550-780	460	42	4.0	PET	B1
785-940	543	72	5.5	FCE	B2
945-990	627	95	7.0	CAE	C1
-	-	114	8.0	CPE	C2

Article 9. Rule on determining language proficiency

The level of language proficiency is determined through an exam organized by the university.

2. The preparation of exam questions is provided by a specialist in the relevant field.
3. Conducting of the examination specified in Articles 3 and 6 of this Rule, the evaluation of examination papers shall be provided by a specialist / specialists in the relevant field.
4. Conducting of the examination specified in Article 5 of this Rule and the evaluation of the examination papers shall be provided by a temporary commission, established by the Rector's legal act, on the basis of the official card of the Dean of the respective faculty. The commission consists of specialists in the relevant field. Conducting of the examination / testing specified in Articles 4 and 7 of this Rule shall be provided by the University Examination Center, and the check / evaluation of the examination papers shall be provided by a specialist / specialists in the relevant field.

¹¹ <https://youenglishtest.com/article/index/art/54>

¹² https://www.ets.org/toefl_itp/scoring/interpret

¹³ <https://www.ets.org/toefl/score-users/scores-admissions/compare>

¹⁴ <https://www.cambridgeenglish.org/exams-and-tests/cefr/>

¹⁵ <https://www.cambridgeenglish.org/exams-and-tests/cefr/>



Article 10. Appeal of Exam Results

1. The results of the language proficiency exam shall be notified to the student no later than 2 (two) days after the exam is conducted;
2. The student has the right to appeal the results of the exams within 2 (two) days after the results are announced. The temporary commission, established by the Rector's legal act, on the basis of the official card of the Dean of the respective faculty will consider the appeal. The commission must include: a representative of the quality assurance service, the dean of the relevant faculty, a specialist in the relevant field.
3. The final results of the language proficiency test will be notified to the student / entrant no later than 3 (three) days after the submission of the appeal.
4. The deadlines for publishing and appealing the results of the examination specified in this Article do not apply to a person willing to be enrolled based on the results of the Common Master's Exams.

Article 11. Final provisions

1. In order to participate in the International Academic Mobility Program, the procedure for determining the level of foreign language proficiency required for a student or staff member shall be determined in accordance with the “Rules on Participation in the International Academic Mobility Program” approved by the Rector of the University.
2. This rule is approved on the basis of a legal act of the Rector of the University.
3. Amendments and additions to this rule shall be made in accordance with the current legislation of Georgia.

Criteria for evaluating the first stage of the examination - Speaking Module

Score	General description	Speak fluently	Lexical-grammatical correctness	Spreading of the topic
71-80	The answer meets the requirements of the assignment, with minor mistakes. The conversation is understandable and represents a unified, grammatically correct discussion.	Mostly, fluent speech. The speech is clear. May include minor mistakes or hindrances in the forms of pronunciation or intonation that do not affect the overall perception of the conversation.	The answer makes a demonstration of an effective use of grammar and vocabulary. It expresses a fairly high level of automation, with a good knowledge of basic and complex structures. There are minor (or systemic) mistakes though they do not make the expression of opinion obscure.	The answer is complete and meets the requirements of the assignment. In general, it is well structured and grammatically correct. The connections between ideas are clear (or there is a clear sequence of ideas).
61-70	Mostly the answer meets the requirements of the assignment, with minor mistakes. The conversation is understandable and represents a largely unified, grammatically correct discussion.	Mostly, fluent speech. The speech is clear. May include minor mistakes or hindrances in the forms of pronunciation or intonation that do not affect the overall perception of the speech.	Mostly, the answer makes a demonstration of an effective use of grammar and vocabulary. It expresses a fairly high level of automation, with a good knowledge of basic and complex structures. There are minor (or systemic) mistakes though they do not make the	Mostly, the answer is complete and meets the requirements of the assignment. In general, it is well structured and grammatically correct. The connections between ideas are clear (or there is a clear sequence of ideas).

			expression of opinion obscure.	
51-60	The answer corresponds the task accordingly, however, it is not fully formulated. In general, the answer is understandable and complete, although while expressing ideas 2-3 mistakes are noticeable.	Speech is generally clear, expression is quite fluent. However, small hindrances in terms of pronunciation, intonation and rate are noticeable and from time to time it may require the listener to make an effort to understand. Although, it does not affect the overall perception of the speech.	The answer makes a demonstration of a fairly automatic, effective use of grammar and vocabulary and grammatically correct expression of relevant ideas. The answer may also include a few instances of inaccurate use of lexical and grammatical structures or be somewhat limited in the use of these structures. This factor may affect fluent speech, however, it does not significantly impede the transmission of the message of communication.	Mostly, the answer is grammatically correct and consistent and conveys relevant ideas / information. Overall development is somewhat limited; There is usually lack of completeness or specificity. The relationships between ideas are sometimes not immediately apparent.
41-50	The answer corresponds the task accordingly, however, it is not fully formulated. In general, the answer is understandable and complete, although	Speech is clear to some extent, expression is quite fluent. However, minor hindrances in terms of pronunciation, intonation and	The answer makes a demonstration of a fairly automatic, effective use of grammar and vocabulary and grammatically correct expression of relevant	To some extent the answer is grammatically correct and consistent and conveys relevant ideas / information.



	<p>while expressing ideas 5-6 mistakes are noticeable.</p>	<p>rate are noticeable and from time to time it may require the listener to make an effort to understand. Although, it does not significantly affect the overall perception of the speech.</p>	<p>ideas. The answer may also include 5-6 instances of inaccurate use of lexical and grammatical structures or be somewhat limited in the use of these structures. This factor may affect fluent speech, however, it does not significantly impede the transmission of the message of communication.</p>	<p>Overall development is somewhat limited; There is usually lack of completeness or specificity. The relationships between ideas are sometimes not immediately apparent.</p>
<p>31-40</p>	<p>The answer corresponds the task, but the development of the issue is limited. Speech is understandable, however, problems related to expression and / or general grammatically correctness are noticeable. The meaning is sometimes obscure.</p>	<p>Speech is mostly understandable, however, due to indistinct pronunciation, inappropriate intonation or irregular rhythm the listener needs to make an effort to understand the speech. The meaning is sometimes obscure.</p>	<p>The answer makes a demonstration of limited use and control of grammar and vocabulary. These limitations often prevent the full expression of ideas. For the most part, only the basic structures of a sentence are used successfully and are freely expressed in speech. Structures and vocabulary may express mainly simple (short) and / or general</p>	<p>The answer is related to the task, although the number of ideas expressed or the development of ideas is limited. Mainly simple ideas are expressed, the further elaboration of which is limited (in terms of details and specifics). Sometimes, relevant conversational material may be obscure or repetitive. The connection between the ideas is</p>



			thoughts with simple and obscure connections between them.	not clear.
21-30	The answer corresponds the task, but the development of the issue is significantly limited. Speech is mainly understandable, however, problems related to expression and / or general grammatically correctness are noticeable. The meaning is frequently obscure.	Speech is mostly understandable, however, due to indistinct pronunciation, inappropriate intonation or irregular rhythm the listener often needs to make an effort to understand the speech. The meaning is frequently obscure.	The answer makes a demonstration of significantly limited use and control of grammar and vocabulary. These limitations often prevent the full expression of ideas. For the most part, only the basic structures of a sentence are used successfully and are fluently expressed in speech. Structures and vocabulary may express mainly simple (short) and / or general thoughts with simple and obscure connections between them.	The answer is to some extent related to the task, although the number of ideas expressed or the development of ideas is too limited. Mainly simple ideas are expressed, the further elaboration of which is limited (in terms of details and specifics). Sometimes, relevant conversational material may be obscure or the sense - repetitive. The connection between the ideas is not clear.
11-20	The answer is very limited in terms of content and / or unity or is only minimally related to the task or the speech is mainly unintelligible.	Frequent problems with pronunciation, accent, and intonation require considerable effort to be made by the listener. The conversation is interrupted, fragmentary or telegraphic; Frequent pauses and delays are noticeable.	The use of grammar and vocabulary significantly limits or hinders the expression of ideas and the establishment of connections between them. Some answers of less difficulty might be worked on in advance or based on template language units.	Relevant content is limited. The answer does not go beyond expressing very simple ideas. The speaker is unable to speak fluently to complete the task and may depend mainly



				on the repetition of hints.
1-10	The answer is very limited in terms of content and / or unity or almost unrelated to the task or the speech is mainly unintelligible.	Frequent problems with pronunciation, accent, and intonation require considerable effort to be made by the listener. The conversation is interrupted, fragmentary or telegraphic; Constant pauses and delays are noticeable.	The use of grammar and vocabulary significantly limits or hinders the expression of ideas and the establishment of connections between them. Some answers of less difficulty might be worked on in advance or based on template language units.	Relevant content is limited. The answer does not go beyond expressing very simple ideas. The speaker is unable to speak fluently to complete the task and may depend mainly on the repetition of hints.
0	The speaker is not trying to answer or the answer is not related to the topic.			



Appendix №2

Criteria for evaluating the first stage of the examination - Essay

Score	Fullfill the task
16-20	<ul style="list-style-type: none"> • An effective approach to the topic and assignment is noticeable. • The essay is well organized and developed, relevant arguments, examples and / or details are used. • The essay shows unity, consistency and systematic character. It shows the ability to use a language, demonstrates the ability to use syntactic differences and vocabulary systematically, however, minor lexical and grammatical mistakes can also be noticeable.
11-15	<ul style="list-style-type: none"> • The approach to the topic and the task is good, although some points may not be completely fulfilled. • In general, the essay is well organized and developed, appropriate and sufficient arguments, examples and / or details are used. • The essay shows unity, consistency, and systematic character, although it may sometimes involve exaggeration, divagation, or obscure connections. • The essay shows the ability to use the language, the ability to use syntactic differences and vocabulary, however, there are noticeable minor mistakes in the structure, in the use of word forms, which do not affect the meaning.
6-10	<ul style="list-style-type: none"> • The essay shows the approach to the topic and the assignment, with formulated explanations, examples and / or details. • Unity, consistency, and systematic character are evident, although the connection between ideas is at times obscure. • There may be inconsistencies in sentence formation and word selection, which may be the cause of lack of clarity and occasional ambiguity. • Exact but limited volume syntactic structures and vocabulary might be expressed.



<p>1-5</p>	<p>At this stage, the essay is characterized by the following important weaknesses:</p> <ul style="list-style-type: none"> • Significant structural problems or irrelevant development of the essay. • Lack of specifics or lack of details, irrelevant examples or answers. • Significant and frequent mistakes in the structure of the sentences and their usage.
<p>0</p>	<p>The task was not fulfilled according to the criteria mentioned above or was not fulfilled at all.</p>





Appendix №3

Criteria for evaluating the first stage of a foreign language examination for a person willing to be enrolled in a master's degree program

Speaking proficiency

Speaking proficiency is assessed by asking 5 questions relevant to B2 level and offering discussion topics for the applicant. The duration of the speaking proficiency exam is 15 minutes.

Score	General description	Speak fluently	Lexical-grammatical correctness	Spreading of the topic
21-25	The answer meets the requirements of the assignment, with minor mistakes. The conversation is understandable and represents a unified, grammatically correct discussion.	Mostly, fluent speech. The speech is clear. May include minor mistakes or hindrances in the forms of pronunciation or intonation that do not affect the overall perception of the speech.	The answer makes a demonstration of an effective use of grammar and vocabulary. It expresses a fairly high level of automation, with a good knowledge of basic and complex structures. There are minor (or systemic) mistakes though they do not make the expression of opinion obscure.	The answer is complete and meets the requirements of the assignment. In general, it is well structured and grammatically correct. The connections between ideas are clear (or there is a clear sequence of ideas).



<p>16-20</p>	<p>Mostly the answer meets the requirements of the assignment, with minor mistakes. The conversation is understandable and represents a largely unified, grammatically correct discussion.</p>	<p>Mostly, fluent speech. The speech is clear. May include minor mistakes or hindrances in the forms of pronunciation or intonation that do not affect the overall perception of the speech.</p>	<p>Mostly, the answer makes a demonstration of an effective use of grammar and vocabulary. It expresses a fairly high level of automation, with a good knowledge of basic and complex structures. There are minor (or systemic) mistakes though they do not make the expression of opinion obscure.</p>	<p>Mostly, the answer is complete and meets the requirements of the assignment. In general, it is well structured and grammatically correct. The connections between ideas are clear (or there is a clear sequence of ideas).</p>
<p>11-15</p>	<p>The answer corresponds the task accordingly, however, it is not fully formulated. In general, the answer is understandable and complete, although while expressing ideas 2-3 mistakes are noticeable.</p>	<p>Speech is generally clear, expression is quite fluent. However, minor hindrances in terms of pronunciation, intonation and rate are noticeable and from time to time it may require the listener to make an effort to understand. Although, it does not affect the</p>	<p>The answer makes a demonstration of a fairly automatic, effective use of grammar and vocabulary and grammatically correct expression of relevant ideas. The answer may also include a few instances of inaccurate use of lexical and grammatical structures or be somewhat limited in the use of these</p>	<p>Mostly, the answer is grammatically correct and consistent and conveys relevant ideas / information. Overall development is somewhat limited; There is usually lack of completeness or specificity. The relationships between ideas are sometimes not</p>



		overall perception of the speech.	structures. This factor may affect fluent speech, however, it does not significantly impede the transmission of the message of communication.	immediately apparent.
6-10	The answer corresponds the task accordingly, however, it is not fully formulated. In general, the answer is understandable and complete, although while expressing ideas 5-6 mistakes are noticeable.	Speech is clear to some extent, expression is quite fluent. However, minor hindrances in terms of pronunciation, intonation and rate are noticeable and from time to time it may require the listener to make an effort to understand. Although, it does not significantly affect the overall perception of the speech.	The answer makes a demonstration of a fairly automatic, effective use of grammar and vocabulary and grammatically correct expression of relevant ideas. The answer may also include 5-6 instances of inaccurate use of lexical and grammatical structures or be somewhat limited in the use of these structures. This factor may affect fluent speech, however, it does not significantly impede the transmission of the message of communication.	To some extent the answer is grammatically correct and consistent and conveys relevant ideas / information. Overall development is somewhat limited; There is usually lack of completeness or specificity. The relationships between ideas are sometimes not immediately apparent.



<p>1-5</p>	<p>The answer corresponds the task, but the development of the issue is limited. Speech is understandable, however, problems related to expression and / or general grammatically correctness are noticeable. The meaning is sometimes obscure.</p>	<p>Speech is mostly understandable, however, due to indistinct pronunciation, inappropriate intonation or irregular rhythm the listener needs to make an effort to understand the speech. The meaning is sometimes obscure.</p>	<p>The answer makes a demonstration of limited use and control of grammar and vocabulary. These limitations often prevent the full expression of ideas. For the most part, only the basic structures of a sentence are used successfully and are freely expressed in speech. Structures and vocabulary may express mainly simple (short) and / or general thoughts with simple and obscure connections between them.</p>	<p>The answer is related to the task, although the number of ideas expressed or the development of ideas is limited. Mainly simple ideas are expressed, the further elaboration of which is limited (in terms of details and specifics). Sometimes, relevant conversational material may be obscure or repetitive. The connection between the ideas is not clear.</p>
<p>0</p>	<p>The speaker is not trying to answer or the answer is not related to the topic.</p>			



Appendix №4

Criteria for evaluating the second stage of a foreign language examination for a person willing to be enrolled in a master's degree program

Reading

In the case of a reading assignment, the text is given and the 10 closed-ended questions needed for reading comprehension are given. Evaluation - maximum 25 points. The evaluation of one correct answer is 2.5 points.

Listening

The listening component includes two assignments with closed-ended questions. Sum of evaluation of both assignments - maximum 25 points.

In the case of the first assignment, the applicant will hear the relevant assignment once. Evaluation - maximum 10 points.

In the case of the second assignment, the applicant will hear the relevant assignment twice. Evaluation - maximum 15 points.

Writing

The writing component includes an essay assignment. The applicant chooses one essay from the given several options, which should consist of 150-180 words. Essay evaluation - maximum 25 points.

Criteria for evaluating Essay

Score	Content	Communication objectives	Organization	Linguistic points
21-25 points	<p>The content of the essay is relevant to the assignment.</p> <p>The target audience is fully informed.</p>	<p>Communication strategies are used effectively to attract the reader's attention and convey complex ideas.</p>	<p>The text is well organized, the constructions needed to organize the text are used effectively.</p>	<p>Appropriate and varied vocabulary is used, including less commonly used and non-template words. Various simple and complex grammatical forms are used correctly and flexibly. There are several mistakes that do not affect the overall communication function of the text.</p>
15-20 points	<p>The content of the essay is relevant to the assignment.</p> <p>The target audience is mainly informed.</p>	<p>Communication strategies are used effectively to attract the reader's attention and convey complex ideas.</p>	<p>The text is mainly well organized, the constructions needed to organize the text are used effectively.</p>	<p>Appropriate and more or less varied vocabulary is used, in some cases less commonly used and non-template words. Various simple and complex grammatical</p>



				forms are used correctly. There are several mistakes that do not affect the overall communication function of the text.
11-15 points	<p>The content of the essay is more or less relevant to the assignment.</p> <p>The target audience is informed.</p>	<p>Communication strategies are used effectively to attract the reader's attention and convey complex ideas.</p>	<p>The text is more or less organized, the constructions needed to organize the text are used.</p>	<p>Everyday vocabulary is used appropriately, sometimes less commonly used words are given by mistake. Mostly simple and sometimes complex grammatical forms are used accurately. Mistakes, which are made, do not substantially alter the communication objectives of the essay.</p>
6-10 points	<p>The content of the essay is more or less relevant to the assignment.</p> <p>The target audience is</p>	<p>Communication strategies are used to attract the reader's attention and convey simple ideas.</p>	<p>The text is less organized and there is lack of the constructions needed to organize the text are used.</p>	<p>Everyday vocabulary is used. Mostly simple and sometimes complex grammatical</p>



	informed.			forms are used by mistake. Mistakes, which are made, do not substantially alter the communication objectives of the essay.
1-5 points	The essay does not correspond to the assignment. It seems that the applicant was unable to understand the requirements of the assignment.	Communication strategies are used to convey simple ideas.	The text is less organized and minimal constructions needed to organize the text are used.	Every day vocabulary is used, sometimes in excess or with frequent use of the same word. Several grammatical forms are used. Sometimes it is difficult to understand the communication objectives of an essay.
0	The task is not fulfilled or it does not meet the above mentioned requirements.			

