

Scoring and assessment criteria for questions with low level of difficulty

Score	Assessment criteria
10	i) full comprehension of terminology, reflected in the appropriateness of the identified elements or excellent execution of the assigned task; ii) error-free language.
7-9	i) demonstrates adequate knowledge of terminology reflected in the general appropriateness of the identified elements or sufficiently good execution of the assigned task; ii) error-free but fairly simple language.
4-6	i) demonstrates poor knowledge of terminology, reflected in inappropriately identified linguistic elements or poor execution of the assigned task; ii) simple, non-fluent language with occasional grammatical errors.
0-3	i) little or no knowledge of terminology, reflected in wrong identification of linguistic elements or inadequate execution of the assigned task; ii) simple, non-fluent language with grave grammatical errors.

Scoring and assessment criteria for questions with intermediate level of difficulty

Score	Assessment criteria
13-15	i) comprehensiveness of the response; ii) relevance to the assigned task; iii) usage of appropriate terminology; iv) error-free language, demonstrating fluency.
9-12	i) adequate range of the response but somewhat unbalanced (e.g. extensive elaboration of some points at the expense of others); ii) mostly relevant to the topic but with some shortcomings in terms of detail or deviations from the focus of the question; iii) demonstrates adequate knowledge of terminology with infrequent inappropriate usage of terms; iv) error-free but fairly simple language with infrequent discrepancies on the level of pragmatics or register conventions.
5-8	i) incomplete response with some important elements of the task left uncovered; ii) rather messy, some parts of the answer not pertinent; iii) rather choppy, listing disconnected facts not supported by argument; iv) demonstrates poor knowledge of terminology: avoidance or inappropriate usage of terms; vi) simple, non-fluent language with occasional grammatical errors and serious deviations on the level of pragmatics or register conventions.
0-4	i) the answer is incomplete, vague or too short to be evaluated; ii) the answer is not relevant to the assigned task or is a mixture of random, chaotic, illogical, contradictory, incoherent facts and ideas; iii) little or no knowledge of terminology; iv) simple, non-fluent language with grave grammatical errors, serious pragmatic deviations and violation of style and register conventions.

Scoring and assessment criteria for questions with high level of difficulty

Score	Assessment criteria
16-20	<ul style="list-style-type: none"> i) comprehensiveness of the response; ii) relevance to the assigned task; iii) clearly stated/supported arguments; iv) usage of appropriate terminology; v) error-free language, demonstrating fluency and mastery of register conventions.
11-15	<ul style="list-style-type: none"> i) adequate range of the response but somewhat unbalanced (e.g. extensive elaboration of some points at the expense of others); ii) mostly relevant to the topic but with some shortcomings in terms of detail or focus; iii) loosely organized but the main arguments stand out; iv) demonstrates adequate knowledge of terminology with infrequent inappropriate usages of terms; v) error-free but fairly simple language with infrequent discrepancies on the level of pragmatics or register conventions.
6-10	<ul style="list-style-type: none"> i) incomplete response with some important elements of the task left uncovered; ii) rather messy, with some parts of the answer not pertinent; iii) rather choppy, listing disconnected facts not supported by argument; iv) demonstrates poor knowledge of terminology: avoidance or inappropriate usage of terms; v) simple, non-fluent language with occasional grammatical errors and serious deviations on the level of pragmatics or register conventions.
0-5	<ul style="list-style-type: none"> i) the answer is incomplete, vague or too short to be evaluated; ii) the answer is not relevant to the assigned task or is a mixture of random, contradictory or blatantly wrong arguments; iii) chaotic, illogical, contradictory, incoherent presentation of facts and ideas; iv) little or no knowledge of terminology; v) simple, non-fluent language with grave grammatical errors, serious pragmatic deviations and violation of register conventions.