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## Rule on determining Language Proficiency



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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.x. 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 language proficiency level of the 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 the Georgian-language educational program of the person wishing to

enroll in the bachelor's, one-level or master's educational programs, the university provides an interview.

2. In order to enroll a person without passing the unified national/common master's exams, to determine the level of language knowledge of the Georgian-language educational program, the university conducts an exam, on-site or remotely.

a) On-site examination is conducted in two stages:

A.a) The first stage - the Speaking Module is one of the key components. The examiner evaluates the language competence of the candidate during the conversation. Before the examination, the person must present an identity document, through which the examiner identifies the person, that the person really represents the person being tested. After identification, the examiner informs the examinee of the rules of the exam (the following are not allowed during the exam: a) talking, making noise, using gestures; b) use of printed material in the exam; c) inclusion of mobile phones; d) leaving the examination area before the end of the examination for any reason, except for health reasons. During the examination period, in the case of the mentioned circumstances and other inappropriate behavior for the examination process, the person will be given a notice the first time, and in case of repetition, he will be removed from the examination) and the examination process will begin. In the speaking part, the examiner asks the examinee 10 open-ended questions of B2 difficulty. 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 be about a different topic. To a certain extent, it is possible to present different but interrelated topics. The maximum score of the first stage of the exam - speech evaluation is 80, the minimum threshold is 50 points (evaluation criteria, see Appendix No. 1).

A.b) Second stage - after the end of the speaking part, the examiner gives the candidate 20 minutes to



complete the written task. The writing assignment involves writing a 100-120 word essay on a specific issue. After completing the work, the person is obliged to review the issue orally. The maximum score for the essay assessment is 20, the minimum



threshold is 10 points (assessment criteria, see Appendix No. 2).

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 evaluates the language competence of the candidate during the conversation. Remote interviews are conducted through Skype or other relevant software. Before and during the examination, the examiner must be able to see the examinee through a video camera. Before the examination, the person must present an identity document, through which the examiner identifies the person, that he really represents the person under examination. After identification, the examiner informs the examinee of the rules of the exam (the following are not allowed during the exam: a) talking, making noise, using gestures; b) receiving help from others in any form; c) use of printed material in the exam; d) use of mobile phones; e) turning off the camera before the end of the exam; f) Leaving the examination area before the end of the examination for any reason, except for health reasons. During the examination period, in the case of the mentioned circumstances and other inappropriate behavior for the examination process, the person will be given a notice the first time, and in case of repetition, he will be removed from the examination) and the examination process will begin. In the remote speaking part, the examiner asks the candidate 10 open-ended questions of B2 difficulty. 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 be about a different topic. To a certain extent, it is possible to present different but interrelated topics. The maximum score of the first stage of the exam - speech evaluation is 80, the minimum threshold is 50 points (evaluation criteria, see Appendix No. 1).

bb) Second stage - after finishing the speaking part, the examiner gives the candidate 20 minutes to complete the written task. The writing assignment involves writing a 100-120 word essay on a specific issue. The essay must be completed via Skype in a chat window with the examiner. After finishing the writing, the person is obliged to send the completed essay to the examiner in the conversation window and after that to review the work done by him orally. The maximum score for the essay assessment is 20, the minimum threshold is 10 points (assessment criteria, see Appendix No. 2).

3. After the publication of the final results of the language proficiency test for Georgian-language educational programs, the right to study in the educational program will be obtained by those whose language competence reaches the level of knowledge determined by the relevant educational program.

### Article 3<sup>1</sup>. Determination of the language proficiency level of the English-language educational program for a person wishing to enroll without passing the unified national exams

1. In order to determine the knowledge of the language of the program of the person wishing to enroll in the English-language educational programs without passing the unified national exams, the university ensures the conduct of the language competency test of the person wishing to enroll in the English language at B1-B2 levels. The exam includes testing of speaking, listening and reading language skills. The examinee must confirm at least B1 level.

2. The maximum grade of the exam is 100 points. The language proficiency level is determined in the following manner:



a) The criteria for confirming the B1 level are defined (including Annex N21), which provides for a maximum assessment of 50 points. 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. In order for the examinee to confirm the B1 level, he must obtain at least 31 points.

b) In case of confirmation of B1 level competence by the examinee, the examination continues and the examinee is evaluated according to B2 level criteria (including Annex 21), the maximum score of which is 50. From which the maximum evaluation of the speaking part is 30 points, the reading part is 10 points, and the evaluation of the listening part is 10 points. In order for the examinee's B2.1 – B2.2 sub-level competence to be considered confirmed, he must receive the following assessment:

B.A. To confirm the B2.1 sub-level, the examinee must score at least 31 points (at least 62 points in total) according to the B2 level speaking, reading and listening criteria;

BB. To confirm the B2.2 sub-level, the examinee must score at least 40 points (at least 71 points in total) according to the B2 level speaking, reading and listening criteria.

3. In order to enroll a person without passing the unified national exams, the university conducts an exam, on-site or remotely, to determine the level of language proficiency of the English-language program.

4. The total duration of the exam is a maximum of 50 minutes. The exam begins with a speaking part, during which the examiner asks the examinee B1 level questions, and if the B1 level is confirmed with appropriate scores, he/she moves on to B2 level questions. If the examinee fails to answer the B2 level questions, the speaking part is stopped and at the next stage, the examinee performs only the B1 level listening and reading tasks.

a) On-site examination is conducted in three stages

A.a) The first stage - the Speaking Module is one of the key components. The examiner evaluates the language competence of the candidate during the conversation. Before the examination, the person must present an identity document, through which the examiner identifies the person, that the person really represents the person being tested. After identification, the examiner informs the examinee of the rules of the exam (the following are not allowed during the exam: a) talking, making noise, using gestures; b) use of printed material in the exam; c) inclusion of mobile phones; d) leaving the examination area before the end of the examination for any reason, except for health reasons. During the examination period, in the case of the mentioned circumstances and other inappropriate behavior for the examination process, the person will be given a notice the first time, and in case of repetition, he will be removed from the examination) and the examination process will begin. Speaking test can be done with two students. During the assessment of speaking ability, the examiner asks one examinee several questions at the appropriate level (B1, B2) during the English language B1-B2 level test. According to the difficulty, the



examinee answers each question within one to two minutes. Each level (B1, B2) is evaluated separately with a maximum of 30 points. Finally, after answering the questions of all levels, the sum of the points determines the language proficiency level of the examinee. (See Appendix 21 for evaluation criteria). In the event that the applicant cannot or almost cannot answer the B1 level questions, the speaking test is stopped and he will not be asked any higher level questions. Such an examinee also no longer completes the written task. In case of non-attendance of the student in the exam, he/she will be given zero points.

A.b) The second stage - after the end of the speaking part, the examiner gives the examinee time to check the listening competence. In accordance with the examiner's instructions, he completes the B1-B2 level listening ability testing tasks. The listening task at B1 level consists of 10 closed-type questions, where only one 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 B2 level consists of 10 closed type questions, where only one 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.

Listening test can be done 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.c) The third stage - after the end of the speaking and listening part, the examiner gives the examinee a test of reading competence. During the reading competency test, the examinee completes B1-B2 level reading ability test tasks in accordance with the instructions. The reading task at B1 level consists of 10 closed-type questions, where only one of several options is correct. The maximum score for one correct answer is 1 point. Maximum rating of 10 correct answers - 10 points. The reading task at B2 level consists of 10 closed-type questions, where only one of several options is correct. The maximum score for one correct answer is 1 point. Maximum rating of 10 correct answers - 10 points. Reading test can be done with two students. In case of non-attendance or non-fulfillment of the assignment, the student will be given zero points.

b) The distance exam is conducted in three stages:

B.a) The first stage - the Speaking Module is one of the key components. The examiner evaluates the language competence of the candidate during the conversation. Remote interviews are conducted through Skype or other relevant software. Before and during the examination, the examiner must be able to see the examinee through a video camera. Before the examination, the person must present an identity document, through which the examiner identifies the person, that he really represents the person under examination. After identification, the examiner informs the examinee of the rules of the exam (the following are not allowed during the exam: a) talking, making noise, using gestures; b) receiving help from others in any form; c) use of printed material in the exam; d) use of mobile phones; e) turning off the camera before the end of the exam;

f) Leaving the examination area before the end of the examination for any reason, except for health reasons. During the examination period, in the case of the mentioned circumstances and other inappropriate behavior for the examination process, the person will be given a notice the first time, and in case of repetition, he will be removed from the examination) and the examination process will begin. Speaking test can be done with two students. During the assessment of speaking ability, the examiner asks one examinee several questions at the appropriate level (B1, B2)



during the English language B1-B2 level test. According to the difficulty, the examinee answers each question within one to two minutes. Each level (B1, B2) is evaluated separately with a maximum of 30 points. Finally, after answering the questions of all levels, the sum of the points determines the language proficiency level of the examinee. (See Appendix 21 for evaluation criteria). In the event that the applicant cannot or almost cannot answer the B1 level questions, the speaking test is stopped and he will not be asked any higher level questions. Such an examinee also no longer completes the written task. In case of non-attendance of the student in the exam, he/she will be given zero points.

bb) The second stage - after the end of the speaking part, the examiner gives the examinee time to check the listening competence. In accordance with the examiner's instructions, he completes the B1-B2 level listening ability testing tasks. The listening task at B1 level consists of 10 closed-type questions, where only one 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 B2 level consists of 10 closed type questions where only one 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. Listening test can be done 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.

b.c) The third stage - after the end of the speaking and listening part, the examiner gives the examinee a question during the test of reading competence. During the reading competence test, the examinee performs the B1-B2 level reading ability testing tasks in accordance with the instructions. The reading task at B1 level consists of 10 closed-type questions, where only one of several options is correct. The maximum score for one correct answer is 1 point. Maximum rating of 10 correct answers - 10 points. The reading task at B2 level consists of 10 closed-type questions, where only one of several options is correct. The maximum score for one correct answer is 1 point. Maximum rating of 10 correct answers - 10 points. Reading test can be done with two students. In case of non-attendance or non-fulfillment of the assignment, the student will be given zero points.

5. After the publication of the final results of the language proficiency test for English-language educational programs, those persons whose language competence reaches at least B1 level will be eligible to study at the educational program.

6. A person is authorized to confirm the level of knowledge of the language of the relevant educational program by presenting the international certificate specified in Article 8 of this rule, in accordance with the level of the foreign language specified for the program.

#### 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 testing<sup>1</sup> 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.

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<sup>1</sup> 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 unified national exams, who has passed the foreign language he chooses within the framework of the foreign language component of the educational program, but did not appear for the exam organized by the university, the level of the foreign language of the educational program is determined from A1 [1] level.
4. If the student has passed the unified national exams in a foreign language different from the mandatory foreign language component of the program, in order to determine the knowledge of the foreign language, the university will provide testing for the entrant in accordance with the rules defined in this article. If the entrant does not appear for the exam organized by the university to determine the foreign language level, he will be assigned to the foreign language component of the educational program from the A1[2] 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

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<sup>2</sup> 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.

<sup>3</sup> 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 A1<sup>4</sup> level.

6. An applicant enrolled based on the results of the Unified National Examinations is also entitled to confirm their level of foreign language proficiency by submitting an international certificate as defined in Article 8 of these rules. The student is authorized to submit the certificate for the purpose of confirming their language proficiency during the academic registration period. This provision applies to Western languages offered by the university: English, Russian, German, French, and Spanish.

#### 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 Master'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; A) 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

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<sup>4</sup> 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 master's student has one of the following certificates confirming the level of foreign language proficiency established for the internal master's examination provided for by the requirements of the relevant educational program:

German Language	CEFR B2: Goethe – Zertifikat B2 Zertifikat Deutsch für den Beruf, DAF, sprachdiplom kultusministerkonferenz Konferenz, ZMP, Zentrale Oberstufenprüfung, Kleines/Grosses Deutsches Sprachdiplom, DSH
English Language	CEFR B2: IELTS exam – 5.5 <sup>1</sup> BEC exam and CELS exam – Vantage <sup>2</sup> Cambridge exam – FCE <sup>3</sup> TOEIC – 785 <sup>4</sup> TOEFL iBT – 72 <sup>5</sup> TOEFL ITP – 543 <sup>6</sup> EnglishScore – 400 <sup>7</sup>
French Language	CEFR B2: Diplome de Langue Francaise (DL) (AF) Diplome d’Etudes en Langue Francaise DELF/B2 (CIEP)

7. In the case of a master's student submitting a certificate confirming their level of foreign language proficiency, as defined in subparagraph “b” of paragraph 6 of this article, the conversion of the certificate-based assessment into the 100-point grading system used by the university is carried out by a temporary commission. This commission consists of the Dean of the relevant faculty and two subject specialists. The conversion of the certificate score is done according to the following principle: the score indicated in the certificate is converted into the university’s 100-point grading system as follows: Grade A – 95 points; Grade B – 85; points Grade C – 75 points; Grade D – 65 points; Grade E – 55 points. The final score is assigned based on the average point within the corresponding range of the converted grade.

<sup>1</sup> <https://www.cambridgeenglish.org/Images/126130-cefr-diagram.pdf>

<sup>2</sup> <https://www.cambridgeenglish.org/Images/126130-cefr-diagram.pdf>

<sup>3</sup> <https://www.cambridgeenglish.org/Images/126130-cefr-diagram.pdf>

<sup>4</sup> <https://youenglishtest.com/article/index/art/54>

<sup>5</sup> <https://www.ets.org/toefl/score-users/scores-admissions/compare>

<sup>6</sup> [https://www.ets.org/toefl\\_itp/scoring/interpret](https://www.ets.org/toefl_itp/scoring/interpret)

<sup>7</sup> <https://www.englishscore.com/>



## 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. The determination of a student's foreign language proficiency level as required by the university's educational program.

1. If, after completing academic registration, a student realizes that they are struggling with the foreign language and requests to be placed at a lower level, they are entitled to apply to the university for a change in language level within two weeks from the start of the academic term.
2. A student who wishes to register at a higher level of a foreign language or seeks exemption from the foreign language requirement by presenting an international certificate as defined in Article 8 of this regulation is entitled to submit an application to the university within one week from the start of the academic term and provide the relevant international certificate confirming their language proficiency level. Based on this, a temporary commission (comprising the dean of the relevant faculty and two subject-matter experts) will review and decide on the student's



continuation at a different level or exemption from the foreign language component.

3. A student who is exempted from the English language course will be officially released from the requirement based on a formal note from the dean, and a corresponding legal act will be issued by the rector. This information/data will be recorded in the electronic academic management system. Additionally, the diploma supplement must reflect that the student has demonstrated language proficiency at the level required by the educational program.

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

1. "A student/applicant is entitled to submit a relevant international certificate (TOEIC, TOEFL ITP, TOEFL IBT, IELTS, Cambridge Exam) to determine their level of language proficiency. An applicant admitted without the Unified National Examinations is also entitled to submit a relevant international certificate (IELTS Academic, Cambridge Exam Certificates, TOEFL IBT, TOEFL ITP, Versant English Placement Test) to determine their level of language proficiency.
2. The level of language proficiency confirmed by the certificate corresponds to the university teaching level according to the following table:

TOEIC <sup>8</sup>	TOEFL ITP <sup>9</sup>	TOEFL IBT <sup>10</sup>	IELTS <sup>11</sup>	Cambridge Exam <sup>12</sup>	Versant English Placement Test	IELTS Academic <sup>14</sup>	A corresponding level according to the European Framework of Reference for Languages (CEFR) is confirmed
120-220	-	-	-	-			A1
225-545	337	-	-	KET			A2

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

<sup>9</sup> [https://www.ets.org/toefl\\_itp/scoring/interpret](https://www.ets.org/toefl_itp/scoring/interpret)

<sup>10</sup> <https://www.ets.org/toefl/score-users/scores-admissions/compare>

<sup>11</sup> <https://www.cambridgeenglish.org/exams-and-tests/cefr/>

<sup>12</sup> <https://www.cambridgeenglish.org/exams-and-tests/cefr/>

<sup>13</sup> [https://resources.englishscore.com/hubfs/Assessment%204-pager/Assessment%204-pager.pdf?\\_ga=2.145233398.399230489.1698920497-415456404.1691675986](https://resources.englishscore.com/hubfs/Assessment%204-pager/Assessment%204-pager.pdf?_ga=2.145233398.399230489.1698920497-415456404.1691675986)

<sup>14</sup> <https://ielts.org/organisations/ielts-for-organisations/compare-ielts/ielts-and-the-cefr>



550-780	460	42	4.0	PET	47-57	4.5	B1
785-940	543	72	5.5	FCE	58-68	5.5	B2
945-990	627	95	7.0	CAE			C1
-	-	114	8.0	CPE			C2

1. The student/applicant is entitled to present the appropriate international certificate (TOEIC, TOEFL ITP, TOEFL IBT, IELTS, Cambridge Exam) to determine the level of language competence. And, the applicant admitted without unified national exams is entitled to present the appropriate international certificate (IELTS Academic, Cambridge Exam Certificates, TOEFL IBT, TOEFL ITP, EnglishScore, Versant English Placement Test) to determine the level of language competence. The level of language competence confirmed by the certificate corresponds to the level of university education according to the following table:

#### Article 9. Rule on determining language proficiency

1. 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.

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

<sup>12</sup> [https://www.ets.org/toefl\\_itp/scoring/interpret](https://www.ets.org/toefl_itp/scoring/interpret)

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

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

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



4. The examination determined by Articles 3, 31, 6 of this rule, evaluation of the papers will be provided by a specialist/specialists in the relevant field.
5. The administration of the exam and evaluation of the work, as defined in Article 5 of this regulation, is ensured by a temporary commission established by a legal act of the rector based on the official order of the dean of the relevant faculty. The commission includes specialists in the relevant field. The administration of the exam/test, as defined in Article 4 of this regulation, is ensured by the university's examination center, while the grading/evaluation of exam papers is carried out by the relevant field specialist(s).

### 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 exam results specified in this article do not apply to the person wishing to enroll based on the results of the general master's exams. The deadlines for publishing and appealing the mentioned results are determined by a separate legal act of the rector of the university, for each specific case.

### Article 11. Final provisions

1. In order to participate in the international academic mobility program, the rules for determining the level of knowledge of a foreign language required for a student or staff member are determined in accordance with the "rules for participation in the international mobility program" approved by the legal act of the university rector.
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.

## Evaluation criteria of the first stage of the exam - speaking part

score	General description	free speech	Lexical-grammatical fluency	Spreading the conversational topic
71-80	The answer matches the requirements of the task, with minor errors. The conversation is clear and represents a coherent, coherent discussion.	In essence, speaking freely. Speech is clear. May include minor mistakes or impediments to pronunciation or intonation, which do not harm the overall perception 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. Small (or systematic) errors are observed, which do not obscure the expression of opinion.	The answer is complete and meets the requirements of the assignment. In general, it is well laid out and well maintained. The connections between ideas are clear (or there is a clear sequence of ideas).
61-70	The answer largely matches the requirements of the task, with minor errors. The conversation is clear and represents a largely coherent, coherent discussion.	In essence, speaking freely. Speech is mostly clear. May include minor mistakes or impediments to pronunciation or intonation, which do not harm the overall perception of the conversation.	The answer is largely a demonstration of effective use of grammar and vocabulary. It shows a fairly high degree of automaticity, with a good command of basic and complex structures. Small (or systematic) errors are observed, which do not obscure the expression of opinion.	The answer is largely complete and meets the requirements of the assignment. It is generally well-formed and well-organized. The connections between ideas are mostly clear (or there is a clear sequence of ideas).
51-60	The answer corresponds to the task, however, it is not fully formed. In general, the answer is clear and complete, although 2-3 mistakes in expressing ideas are noticeable.	Speech, in general, is clear, expression is quite free. However, minor impediments in pronunciation, intonation and tempo are noticeable and may require effort from the listener at	The response demonstrates fairly automatic, effective use of grammar and vocabulary and fairly fluent expression of relevant ideas. The answer may also include a few cases of inaccurate use of lexical	The response is mostly coherent and coherent and conveys relevant ideas/information. Overall development is somewhat limited; Usually lacks completeness or specificity. The



		times. At the same time, it does not harm the overall perception of the conversation.	and grammatical structures or be somewhat limited in the use of these structures. This factor may affect fluency, however, it does not significantly hinder the transmission of the communication message.	relationships between ideas are sometimes not immediately obvious.
41-50	The answer corresponds to the task, however, it is not fully formed. In general, the answer is clear and complete, although 5-6 noticeable errors in the expression of ideas are noticeable.	Speech is somewhat clear, expression is fairly free, however, slight impediments in pronunciation, intonation and tempo are noticeable and may occasionally require some effort from the listener. At the same time, this does not significantly hinder the general perception of the conversation.	The response demonstrates a more or less automatic, effective use of grammar and vocabulary and fairly fluent expression of relevant ideas. The answer may include 5-6 cases of inaccurate use of lexical and grammatical structures or be somewhat limited in the use of these structures. This factor may affect fluency, however, it does not significantly hinder the transmission of the communication message.	The answer is somewhat coherent and coherent and conveys relevant ideas/information. Overall development is somewhat limited, usually lacking completeness or specificity. The relationships between ideas are sometimes not immediately obvious.
31-40	The answer answers the task, but the development of the issue is limited. Speech is intelligible, however, problems with articulation and/or general fluency are noticeable. The meaning is sometimes vague.	Speech is mostly intelligible, however, due to unclear pronunciation, inappropriate intonation, or irregular rhythm, the listener needs to make an effort to understand the speech. The meaning is sometimes vague.	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. Structures and vocabulary may express mostly simple (short) 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, the further elaboration of which is limited (in terms of details and concreteness). Sometimes, relevant conversational material may be vague or repetitive. The connection between the ideas is not clear.



21-30	The answer answers the task, but the development of the issue is significantly limited. Speech is largely intelligible, but problems with articulation and/or general fluency are noticeable. The meaning is often vague.	Speech is generally intelligible, but often due to unclear pronunciation, inappropriate intonation or irregular rhythm, the listener needs to make an effort to understand the speech. The meaning is often vague.	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 speech. Structures and vocabulary may express mostly simple (short) and/or general ideas with simple and unclear connections between them.	The answer is somewhat 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, the further elaboration of which is limited (in terms of details and concreteness). Sometimes relevant conversational material may be vague or repetitive. The connection between the ideas is not clear.
11-20	The response 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, accent and intonation require considerable effort on the part of the listener. speech is intermittent, 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 of the less complex responses may rely mainly on pre-processed or patterned language units.	Relevant content is limited. The answer does not go beyond the expression of very simple ideas. The speaker may not be able to speak coherently to complete the task and may depend primarily on repeating cues.
1-10	The response is very limited in content and/or coherence or hardly related to the task or the speech is largely unintelligible.	Frequent problems with pronunciation, accent and intonation require considerable effort on the part of the listener. speech is intermittent, fragmentary or telegraphic; There are constant 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 of the less complex responses may rely mainly on pre-processed or patterned language units.	Relevant content is limited. The answer does not go beyond the expression of very simple ideas. The speaker may not be able to speak coherently to complete the task and may depend primarily on repeating cues.
0	The speaker does not try to answer or the answer is not related to the topic.			



Evaluation criteria of the second stage of the exam – essay

score	to do homework
16-20	<ul style="list-style-type: none"> <li>• An effective approach to the topic and task is visible.</li> <li>• The essay is well organized and developed, using appropriate argumentation, examples and/or details.</li> <li>• The essay shows unity, sequence and systematicity. It shows the ability to use the language, demonstrating syntactic variation and the ability to use vocabulary systematically, however, minor lexical and grammatical errors may also be observed.</li> </ul>
11-15	<ul style="list-style-type: none"> <li>• The approach to the topic and the task is good, although some points may not be completely fulfilled.</li> <li>• In general, the essay is well organized and developed, using appropriate and sufficient argumentation, examples and/or details.</li> <li>• The essay shows unity, coherence and systematicity, although it may sometimes contain exaggerations, digressions or unclear connections.</li> <li>• The essay shows the ability to use language, the ability to use syntactic differences and vocabulary, however, there are noticeable small errors in the structure, in the use of word forms, which do not affect the meaning.</li> </ul>
6-10	<ul style="list-style-type: none"> <li>• The essay shows an approach to the topic and task, established by explanation, examples and/or details.</li> <li>• Unity, coherence and systematicity are visible, although the connection between ideas is sometimes unclear.</li> <li>• Inconsistencies in sentence structure and word choice may appear, which may manifest in a lack of clarity and occasional vague meaning.</li> <li>• May express accurate but limited syntactic structures and vocabulary.</li> </ul>
1-5	<p>At this stage, the essay is characterized by the following important weaknesses:</p> <ul style="list-style-type: none"> <li>• Significant structural problems or irrelevant essay development.</li> <li>• Little or no detail, inconsistent examples or answers.</li> <li>• Significant and frequent errors in sentence structure or usage.</li> </ul>
0	The task has not been completed according to the criteria mentioned above or has not been completed at all.





	many different familiar topics, he uses appropriate vocabulary to express his point of view and to exchange ideas.	organized manner. The speaker uses interrelated constructions in different ways.		significant contribution to communication to achieve the result of the conversation.
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## 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.			

