

## Assessment Criteria for Language Courses

### Listening Comprehension

In the language courses at the Language Centre, *selective listening comprehension* is mainly assessed. *Selective listening comprehension* is the recording of details such as, for example, the capture of individual statements or specific information.

very good to good understanding
adequate understanding
insufficient understanding

### Reading Comprehension

In language courses, selective or global *reading comprehension* is assessed. *Selective reading comprehension* is the recording of details such as, for example, the capture of individual statements or specific information. *Global reading comprehension* refers to the capture of the context.

very good to good understanding
adequate understanding
insufficient understanding

### Writing

Productive skills are required in the area of *writing* in language courses, as well as global and detailed understanding.

#### 1. Task Fulfilment

text length achieved; thematic guidelines largely taken into account
text length partially achieved (plus/minus 10 per cent); thematic guidelines sufficiently taken into account
text length not achieved and/or thematic guidelines insufficiently taken into account

#### 2. Structure

logical structure mostly provided; clearly outlined
logical structure not always provided, but understanding sufficient; sufficiently outlined
inconsistent and contradictory structure; insufficiently outlined

### 3. Lexis

register mostly appropriate, appropriate to the written task; mostly appropriate and varied use of vocabulary
register at times inappropriate not always appropriate to the written task; use of vocabulary at times inappropriate, some word repetition
register mostly inappropriate, not appropriate to the written task; use of vocabulary mostly inappropriate

### 4. Accuracy

largely achieved
sufficiently achieved
not sufficiently achieved

## Speaking

In the language courses offered at the Language Centre, productive skills within the context of *conversations* are assessed (not in the sense of a *monologue*). This means that the oral examination takes the form of dialogues (between course participants and instructor or between participants).

### 1. Task Fulfilment

thematic guidelines largely met; initiates and responds mostly appropriately to the conversation situation (formal/ informal dialogues, e.g. discussion, giving and asking for information)
thematic guidelines sufficiently met; initiates and responds not entirely appropriately to the conversation situation (formal/ informal dialogues, e.g. discussion, giving and asking for information)
thematic guidelines mostly not met; initiates and responds mostly inappropriately to the conversation situation (formal/ informal dialogues, e.g. discussion, giving and asking for information)

### 2. Lexis

register mostly appropriate; mostly appropriate and varied use of vocabulary
register at times inappropriate; use of vocabulary at times inappropriate, some word repetition
register mostly inappropriate; use of vocabulary mostly inappropriate

### 3. Intelligibility

intelligibility mainly there; mostly appropriate pace
intelligibility sufficiently there, occasionally requires clarification; occasionally inappropriate pace
difficult to understand; speaker can only be understood by focusing carefully on the content or with persistent questioning

#### 4. Accuracy

largely achieved
sufficiently achieved
not sufficiently achieved