

Self-expression in English for Specific Purposes

ASSESSMENT METHODS	EVALUATION CRITERIA
<p>Summary writing (Learning outcome 1)</p>	<p>A student has to write one summary on the basis of an oral speech and one summary on the basis of a home reading text.</p> <p>General guidelines: Evaluation of summary writing proceeds from the following criteria: (1). structure: a summary is always shorter than the original text, about 1/3 as long as the original; has a logical structure and contains all the required parts (including an introductory sentence that states the article's title and author as well as the conclusion);(2). content (the summary is coherent and logical, the writer demonstrates generalization and paraphrasing skills; the summary does not contain details and student`s personal opinion); (3) vocabulary (the student uses recommended vocabulary, linking words and the correct written language; mistakes can be accidental, not systematic); (4). formatting is in conformity with the requirements.</p>
<p>Graded assessment</p> <p>Grade 1: The summary stays within appropriate length, but is not coherent or organized in a logical manner. The summary has an introductory and/or a concluding sentence, but the purpose of the summary is not presented. The summary has very few concepts, ideas and terms explained in the student`s own words. The student uses a lot of details and repetition. The student does not use the recommended vocabulary. There are no links between different aspects of the topic. Mistakes, which make the understanding of the summary difficult, can occur.</p> <p>Grade 2: The summary stays within appropriate length, but is not organized in a logical manner. The summary has an introductory and/or a concluding sentence, but the purpose of the summary is not presented or clear. The summary demonstrates limited appropriate use of concepts and ideas. Only some terms are explained in the student`s own words. The student is able to make links between two aspects of the topic. Mistakes occur and occasionally hinder the understanding of the summary.</p> <p>Grade 3 The summary stays within appropriate length, and has an appropriate structure. The student demonstrates general understanding of the article and includes some of the article`s main points and supporting details; the student does not paraphrase all the sentences accurately and does not use own wording and sentence style throughout summary. The student is able to make links between at least three aspects of the topic. Mistakes occur but they do not hinder the understanding of the summary.</p> <p>Grade 4: The summary stays within appropriate length and has an appropriate structure. The student demonstrates a good understanding of the article, but does not include all of the article's main points and supporting details. .In general, the student paraphrases accurately and preserves the article's meaning; uses own wording and sentence style. The student is able to make the link between at least three aspects of the topic. The student includes only the article's ideas; excludes personal opinion. Minor mistakes occur.</p> <p>Grade 5: The summary stays within appropriate length and has an appropriate structure. The student demonstrates a very good understanding of the article, and includes all of the article's main points and major supporting details; paraphrases accurately and preserves the article's meaning; uses own wording and sentence style. The student is able to make the link between specific concepts within the topic. The student includes only the article's ideas; excludes personal opinion. Few or no mistakes. Formatting is correct.</p>	
<p>Compiling a terminology glossary (learning outcome 2)</p>	<p>The personal terminology glossary is compiled on the basis of classwork and home reading texts (preparation for oral presentation).</p> <p>Graded assessment</p> <p>Grade 1: A student knows at least two; specialized dictionaries; has compiled a personal glossary containing at least 100 terms. A student has used at least three different strategies for explaining terminology (e.g. a definition, a translation, an illustration).</p> <p>Grade 2: A student knows at least two specialized dictionaries; has compiled a personal glossary containing at least 120 terms. A student has used at least four different strategies for explaining terminology (e.g. a definition, a translation, an</p>

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	<p>illustration, a synonym/ an antonym). Grade 3: A student knows at least three specialized dictionaries; has compiled a personal glossary containing at least 150 terms. A student has used at least four different strategies for explaining terminology (e.g. a definition, a translation, an illustration, a synonym/ an antonym). Grade 4: A student knows at least four; specialized dictionaries; has compiled a personal glossary containing at least 175 terms. A student has used at least five different strategies for explaining terminology (e.g. a definition, a translation, an illustration, a synonym/ an antonym, an example sentence, a comparison with something familiar). Grade 5: A student knows at least four specialized dictionaries; has compiled a personal glossary containing at least 200 terms. A student has used at least five different strategies for explaining terminology (e.g. a definition, a translation, an illustration, a synonym/ an antonym, an example sentence, a comparison with something familiar).</p>
<p>Problem solving/ case study (Learning outcome 3)</p>	<p>Pass/fail assessment The student has participated in problem-solving and case analysis tasks (individually and in a group work) during the term. Threshold criteria: the student has presented in written/ orally at least one case analysis /problem solving task and participated in one group work.</p>
<p>EXAMINATION / ACHIEVEMENT TEST (learning outcomes 1,2,3,4)</p>	<p>The achievement /examination test consists of two parts: (1) written part (reading, listening and vocabulary test) - testing the achievement of learning outcomes 1 and 2. Grading scheme (written part) Grade 1: 51% - 60 %; Grade 2: 61- 70%; Grade 3: 71%- 80%; Grade 4: 81% / 90%; Grade 5: 91% - 100%</p> <p>The aim of the test is to measure the acquisition of speciality-related terminology and the comprehension of general meaning of speciality-related reading and listening tasks on the topics covered during the term. The tasks are compiled in accordance with descriptors of B2 level of the Common European Framework of Reference for Languages.</p> <p>2) An oral presentation on the speciality-related topic A student has to compile an informative presentation on the basis of at least three sources (minimum length 20, 000 characters), prepare a topic-based glossary of approximately 50 terms). The length of the presentation is 8 – 10 minutes. The topic of the presentation should be approved by the lecturer at the beginning of the term. The student has to use state of the art presentation tools.</p>

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	<p>Graded assessment</p> <p>Grade 1: The presentation is related to the topic, but the aim is not clear and the presentation is not structured. The presenter has used at least two sources; the presentation is shorter than required, but no shorter than 5 minutes. Essential mistakes in designing the slides. A student cannot make a presentation without reading the text from his/her notes. Understands the questions, but gives one-word answers.</p> <p>Grade 2: The presentation is related to the topic, and the presenter has used at least two sources. The length of the presentations is in conformity with the requirements, but mistakes in the structure of the presentation and in the design of slides can occur. A student cannot make a presentation without reading the text from his/her notes. Understands the questions, but gives only one-sentence answers.</p> <p>Grade 3: The presenter has used at least three sources. The length of the presentation and the number of slides correspond to the requirements, but the mistakes in the design of slides can occur. In general, the presentation is structured although 1- 2 mistakes (e.g. there are no introduction and/or conclusion) can occur. From time to time there is no eye contact and the student can read from notes. Understands the questions, but uses short sentences to answer the questions.</p> <p>Grade 4: The presentation is structured and balanced, with all required parts. The design of slides is in conformity with the requirements. The presentation is content-rich and fluent. The presenter has a good contact with the audience. The student can deal well with the questions, and gives extended answers to the questions.</p> <p>Grade 5: The presentation is logically structured, convincing and fluent. The presenter uses additional materials. The design of slides is in conformity with the requirements. The student maintains good eye contact with the audience and does not read from the notes. The presentation is emotional and personalized. The student can deal very well with the questions, and demonstrates excellent knowledge of the topic.</p>
<p>PRE-CONDITIONS FOR ASSESSMENT</p>	<p>The readiness for taking an exam is determined on the basis of the work completed during the term, i.e. a student is required to complete the graded written and oral tasks in the needed amount and within the deadline. A student has attended 75 per cent of the total number of classes.</p>
<p>FORMATION OF THE FINAL GRADE</p>	<p>The final grade is based on the total sum of points of graded tasks completed during the term (writing a summary and compiling a personal glossary) and the achievement test. Tasks done during the term form 50 per cent and an examination /achievement test 50 per cent of the final grade.</p> <p>Provided the student has not completed all the required written and oral tasks in the required amount and within the deadline during the term the lecturer has got the right to lower the final grade.</p>

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