

ANSWER KEYS & CRITERIAS

READING ANSWER KEY

True / False Questions (2 pts each):

1. F
2. T
3. F

Multiple Choice Questions (1 pt each):

4. **a)** *To provide a framework for understanding complex topics (Paragraph 1)*
5. **c)** *Kant's theory of knowledge (Paragraph 5)*

Fill in the Blanks (2 pts each):

6. **phenomena** (Paragraph 1)
7. **testing** (Paragraph 7)

Reference Questions (1 pt each):

8. **the theory of evolution** *(Paragraph 2: "it has become the foundation...")*
9. **Sigmund Freud** *(Paragraph 3: "His ideas...")*
10. **theories** *(Paragraph 6: "they are not infallible...")*

WHILE LISTENING (ESP) ANSWER KEY

Please choose True or False according to the audio (2 pts., total =4 pts.)

13. F
14. T

Please choose the best option according to the audio (1 pt., total = 6 pts.)

15. **B**
16. **C**
17. **A**
18. **A**
19. **B**
20. **A**

NOTE TAKING (ROBOTS) ANSWER KEY

Please choose True or False according to the listening audio. (1 pt., t = 2 pts.)

1. True
2. False

Please write ONLY ONE WORD according to the listening audio (1 pt., t = 4 pts.)

3. Selfless
4. 25
5. People

6. Guard

Please choose the best option according to the audio (1 pts., total = 4 pts.)

- 7. C) Lack of human-like social skills
- 8. C) Social Psychology
- 9. B) It made the turn without delay
- 10. B) Testing the impact of robot “trash talk” on human performance

ESSAY GRADING CRITERIA

	ORGANIZATION	CONTENT	GRAMMAR & PUNCTUATION	LEXIS
9-10	<ul style="list-style-type: none"> Introduction begins with a hook or general statement that grabs attention Introduction successfully narrows down to the thesis Introduction ends with a well-developed thesis statement and a clear stance with supporting ideas Body paragraphs contain clear topic sentences, elaborate on the thesis, are appropriate length, and are well-connected with a high quality of cohesive devices Conclusion summarizes the main points in the body or restates the thesis, and finishes with a concluding remark 	<ul style="list-style-type: none"> Fully addresses the question at hand All main points are elaborated and explained thoroughly with sufficient supporting details that provide full reasoning and exemplification Paragraphs are very clear, coherent, and unified 	<ul style="list-style-type: none"> Skillful command of language with almost no grammatical errors Level appropriate and varied sentence structure Almost impeccable use of punctuation and capitalization 	<ul style="list-style-type: none"> Sophisticated range of level appropriate vocabulary Almost no word formation errors and almost impeccable spelling
7-8	<ul style="list-style-type: none"> Introduction has a hook or general statement but may not successfully connect to the thesis statement Introduction somewhat successfully narrows down to the thesis Introduction has a developed thesis statement, previewing supporting ideas Body paragraphs have satisfactory topic sentences and elaborate on the thesis statement with sufficient use of cohesive devices Conclusion summarizes the main points, but might have repeated the thesis word-for-word 	<ul style="list-style-type: none"> Sufficiently addresses the question at hand Presents a developed and sufficient argument Main points are supported with information that provides adequate reasoning and exemplification Paragraphs are clear, coherent, and unified 	<ul style="list-style-type: none"> Good command of language with minor grammatical errors that do not impede understanding Level appropriate sentence structure and adequate range Good use of punctuation and capitalization 	<ul style="list-style-type: none"> Sufficient range of level appropriate vocabulary Few word formation errors with mostly accurate spelling.
5-6	<ul style="list-style-type: none"> The hook or general statements do not lead to the thesis statement / narrowing down not successful / may start too general or too specific Attempt to create a thesis statement, but may be unclear or may not pose a stance Topic sentences are unclear/weak or not well connected to the thesis Body paragraphs are too short or not divided proportionately or not well-connected with limited use of cohesive devices The arguments are somewhat reviewed in the conclusion / a new idea might be introduced 	<ul style="list-style-type: none"> Somewhat responds to the question at hand There may be more than one central argument / some supporting ideas may be irrelevant Content may have inadequate or excessive information or examples Repetition of ideas either in the same paragraph or other paragraphs Some effort may have been made to write coherently and clearly 	<ul style="list-style-type: none"> Some structures are accurate but sentence structure errors predominate / many minor errors that at times confuse Only a limited range of level appropriate sentence structure/ attempts to use level-appropriate sentence structures with some mistakes Limited command of punctuation and capitalization 	<ul style="list-style-type: none"> Limited range of level appropriate vocabulary Some major word formation errors and spelling errors that do not impede understanding
3-4	<ul style="list-style-type: none"> There is an introduction but there is no hook or general statement, or general statements leading to thesis are irrelevant or non-existent. There is a thesis statement but it is vague, or weak. Topic sentences are non-existent or they are contradictory to the thesis and /or they do not correspond to the thesis. Disproportionate paragraphs and insufficient use of cohesive devices – only simple cohesive devices The conclusion lacks a summary of the body / the arguments are not reviewed 	<ul style="list-style-type: none"> Barely responds to the question at hand. Main argument may be too vague, weak, or underdeveloped/ Several arguments may have been made, but no central idea is in focus Presents inadequate information with little or no supporting details Limited clarity, coherence, or unity 	<ul style="list-style-type: none"> Weak command of language with many grammatical errors so much as to hinder comprehension Sentence structures below level expectations / only simple sentences Use of punctuation and capitalization below level expectations. 	<ul style="list-style-type: none"> Insufficient range of level appropriate vocabulary Frequent errors of word forms that confuse meaning with many spelling errors
1-2	<ul style="list-style-type: none"> Produces a simple written text (not in essay form) that lacks cohesion. Inappropriate paragraphing, no thesis statement, no conclusion 	<ul style="list-style-type: none"> Fails to respond to the question at hand. Produces a simple written text that shows minimal coverage of the assignment/task. No consistency, no unity. Not enough ideas or information to support ideas 	<ul style="list-style-type: none"> So many grammatical errors that comprehension is impossible 	<ul style="list-style-type: none"> Range and accuracy of lexis fall significantly short with too many errors in word formation and spelling
0	NOT ENOUGH OF A SAMPLE TO GRADE			

SPEAKING CRITERIA

Points	Content & Coherence	Language Use	Pronunciation & Fluency	Points	Chart/Graphic Interpretation	Interaction (Discussion)
9-10	Fully relevant ideas; logical progression; well-organized	Highly accurate and appropriate use of basic grammar and vocabulary	Clear pronunciation with natural pacing; easily understood	5	Accurate interpretation; logical details; effective use of vocabulary	Engages confidently; uses simple agreement/disagreement phrases effectively
7-8	Mostly relevant ideas; minor organization issues	Mostly accurate use of grammar and vocabulary; minor errors	Mostly clear pronunciation; rarely impedes understanding	4	Mostly accurate interpretation; minor errors; some relevant vocabulary	Mostly engages; needs little support
5-6	Ideas sometimes disorganized; occasional irrelevant content	Limited vocabulary; frequent errors in simple structures	Some pronunciation issues; understanding somewhat impeded	3	Basic interpretation; limited vocabulary; some irrelevant details	Minimal engagement; requires prompting
3-4	Frequently irrelevant ideas; lacks logical progression	Frequent errors; very limited vocabulary and grammar use	Pronunciation frequently unclear; effort needed to understand	2	Limited interpretation; relies heavily on prompting; often irrelevant	Very limited interaction; frequent repetition
1-2	No logical organization; irrelevant ideas dominate	Severely limited vocabulary and grammar; mostly incorrect	Consistently unclear pronunciation; very limited fluency	1	Unable to interpret chart/graphic; needs heavy prompting	Unable to engage without heavy prompting
0	Nothing to grade					