Rubrics for the third language competence evaluation

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Rubrics description

As you know, this course contributes to developing *tercera llengua* skills, as one of the generic competences included in Bachelor Degree in Informatics Engineering. In particular level G3.2 is addressed: "To study using resources written in English, to write a report or a technical document in English, and to participate in a technical meeting in English". In this document we focus on writing skills applied to the laboratory deliverables, for each of the laboratory assignments that are considered for evaluation. We describe the set of indicators related to technical writing that will be assessed. We also provide a brief description and evaluation criteria, and we determine which indicators will be evaluated in each deliverable. All these aspects are summarized in a *rubric*.

1.1 The indicators

1. **Vocabulary:** The text uses an extensive vocabulary, using synonyms when possible and, thus, avoiding unnecessary repetitions of verbs, adjectives, adverbs, etc.

2. **Grammatical correctness:** The text is grammatically correct. For instance, it uses the correct verbs forms, the appropriate adverbs, prepositions, adjectives, and so on.

3. **Syntax:** Sentence structure is correct and elaborated. Coordination (and, but, or) is not the only structure used to build up sentences, and subordination is also used correctly.

4. **Paragrah construction:** The paragraph is elaborated and has the appropriate structure (topic sentence + development). It also uses cohesive devices (effective use of keywords and discourse markers). The use of punctuation is adequate and there are not edition errors.

1.2 The rubric

Each indicator previously described will be assessed using the qualitative marks A, B, C, D or NA. The meaning of these marks is as follows:

- A indicates that the indicator has been achieved with an outstanding level.

- B indicates that the indicator has been achieved with a reasonable level.

- C indicates that the indicator has been achieved with a basic level.

- D indicates that the indicator has not been achieved.

- NA indicates that the indicator has not been evaluated.

The following table summarizes the rubric, which includes the assessment rules for each indicator.

Table 1.1: Rubric for the assessment of *tercera llengua*

	A	B	C	D
Ind. 1	The text contains an extensive vocabulary, using synonyms when possible, but without loosing semantic meaning.	The text contains wide vocabulary, and the semantic meaning is still preserved.	The text contains the basic words set, or it contains wide vocabulary but some sentences loose their meaning.	The text uses a limited words set or it contains spelling mistakes.
Ind. 2	The text is grammatically correct.	The text may contain a reduced number of grammatical errors.	The text contains some grammatical errors, or is too short to evaluate its correctness.	The text is full of grammatical errors.
Ind. 3	Sentence structure is correct and elaborated. It includes well-constructed subordinate clauses that help to explain ideas.	Sentence structure is correct, but mainly based on coordination (and, but, or).	Sentence structure is correct but basic, i.e. sentences are mainly simple (subject, verb and predicate).	Sentence structure contains several errors.
Ind. 4	The paragraph has a correct structure: it begins with a topic sentence and the topic is then expanded. It uses cohesive resources (keywords, discourse markers).	The paragraph is correct, but simple. It may lack some coherence. The use of punctuation is adequate.	The paragraph is very simple, or contains some structural errors. There could be some minor edition errors.	The paragraph is not well constructed and contains several edition errors.

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Rubric assessment at each delivery

Indicators will be evaluated incrementally in the subsequent deliveries. This means that in initial deliveries, only the basic indicators will be assessed. As the course progresses, more indicators will be added to the assessment. The following table specifies in which laboratory deliverable each indicator will be assessed.

Table 2.1: Rubrics usage per laboratory assignment

Assignment	Indicator 1	Indicator 2	Indicator 3	Indicator 4
Lab 1-2	-	-	-	-
Lab 3	Yes	-	-	-
Lab 4	Yes	Yes	-	-
Lab 5	Yes	Yes	Yes	Yes