

 <p>UNIVERSIDAD DE ANTIOQUIA 1803 Escuela de Idiomas</p>	<p align="center">Universidad de Antioquia Programa Institucional de Formación en Lengua Extranjera - PIFLE Escuela de Idiomas – Sección de Servicios y Extensión Curso Virtual de Competencia Comunicativa en Inglés para Posgrados</p> <p align="center">e-Task Evaluation and Assessment Rubric</p>
e-Task Title	Establishing Contact with International Scholars
Identification Number	One (1)
Purpose	To assess your ability to communicate with peer scholars through e-mail to ask for detailed information about applying for a doctoral internship.
Description	You need to contact an international scholar to express your interest in completing an internship at their university during your doctoral studies. To complete the assignment, you must write a 150-word e-mail introducing yourself, briefly explaining your research topic, and expressing your interest in an internship there.
Course Timeline	Weeks 3 & 4

To be successful in this evaluative e-Task, we have the following recommendations:

- Introduce and close formally, as corresponding to communication in an academic e-mail.
- Follow all instructions and comply with all communicative functions.
- Pay attention to the punctuation, capitalization, spelling and grammatical structures used in your e-mail.

Levels of Achievement (Fair is the passing score)

Poor 1 – 1.9	Insufficient 2 – 2.9	Fair 3 – 3.9	Good 4 – 4.5	Outstanding 4.6 – 5
Did not achieve the objectives.	Some objectives described in the scale have been achieved, but there are important aspects that need improvement.	Most important aspects were acceptably achieved despite some significant errors.	Achieved all objectives, successfully demonstrating a good level of performance despite occasional errors.	Achieved all objectives, successfully demonstrating an excellent level of performance. What errors there were did not impede understanding.

		Poor	Insufficient	Fair	Good	Outstanding	Total score
The student can produce a written piece of text expressing him/herself with clarity regarding the communicative functions determined for this e-Task (40%):							
10%	Introducing and closing an academic e-mail (greetings, introducing yourself, courtesy expressions, commonly used fixed expressions to open and close e-mails).	0 – 3.8	3.9 – 5.8	5.9 – 7.8	7.9 – 9	9.1 – 10	
20%	Contextualizing a situation and stating the purpose of the e-mail.	0 – 7.6	7.7 – 11.6	11.7 – 15.6	15.7 – 18	18.1 – 20	
10%	Asking a colleague for details to organize a doctoral internship.	0 – 3.8	3.9 – 5.8	5.9 – 7.8	7.9 – 9	9.1 – 10	

The student can produce a written piece of text expressing him/herself with clarity regarding textual and linguistic knowledge (60%):							
20%	The e-mail is coherent and cohesive. It complies with the structure and organization of an academic e-mail. The paragraphs are unified around a given topic, and ideas are cohesively linked by the use of appropriate connectors.	0 – 7.6	7.7 – 11.6	11.7 – 15.6	15.7 – 18	18.1 – 20	
20%	The e-mail has sufficient vocabulary to comply with the communicative functions determined for this e-Task.	0 – 7.6	7.7 – 11.6	11.7 – 15.6	15.7 – 18	18.1 – 20	
10%	Despite occasional mistakes, the e-mail exhibits sufficient control of the structures reviewed through the development of the e-Task.	0 – 3.8	3.9 – 5.8	5.9 – 7.8	7.9 – 9	9.1 – 10	
10%	The e-mail evidences proper control of spelling, capitalization, and punctuation.	0 – 3.8	3.9 – 5.8	5.9 – 7.8	7.9 – 9	9.1 – 10	
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