

Rubrics for the third language competence evaluation in PAR

*E. Ayguadé, J. García, J. R. Herrero, D. Jiménez,
J. Morillo, N. Navarro, J. Tubella and G. Utrera*

Abstract

The PAR (*Parallelism*) course contributes to the *Tercera Llengua* competence, one of the generic competences included in the Bachelor Degree in Informatics Engineering at UPC. In particular the course partially addresses level G3.2: "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". This document focuses on writing skills applied to the laboratory deliverables, for each of the laboratory assignments that are considered for evaluation. First we describe the set of indicators related to technical writing and document organization that will be assessed. Second we provide a brief description and evaluation criteria. And finally we determine which indicators will be evaluated in each deliverable. All these aspects are summarized in a *rubric*.

1 The indicators

In this section we briefly describe the set of indicators to be assessed:

1. **Vocabulary:** The text uses an extensive vocabulary, as technical as possible, 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 trying to follow the technical writing guidelines: clarity (e.g. most important first, use details wisely, ...), brevity (e.g. use words efficiently, remove redundancy, ...) and simplicity (e.g. the use of active instead of passive voice). Elaborated structures, based on the use of coordination (and, or, but) and subordination, are used correctly when necessary.
4. **Document structure:** The document follows an appropriate structure, including, at least, the following sections: Introduction, Parallelization strategies, Performance evaluation and Conclusions. The document also includes a front cover (assignment title, course, semester, students name, the identifier of the group, date, ...). If necessary, the document includes references to other documents and/or sources of information.
5. **Communication:** The ability of the student to organize his/her thoughts, experiences and results obtained in a laboratory assignment and to communicate them.

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.

Table 1 summarizes the rubric, which includes the assessment rules for each indicator.

3 Rubric assessment at each delivery

Indicators will be evaluated incrementally in the subsequent deliverables. 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.

Assignment	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5
Lab 0	-	-	-	-	-
Lab 1	Yes	-	-	Yes	Yes
Lab 2	Yes	Yes	-	Yes	Yes
Lab 3	Yes	Yes	Yes	Yes	Yes

Tab. 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 losing 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 lose 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 following the technical writing guidelines. It includes well-constructed coordinate and subordinate clauses when necessary if that helps to explain ideas.	Sentence structure is correct, but sometimes do not follow the technical writing guidelines or make unnecessary use of coordinate and subordinate clauses.	Sentence structure is correct but do not follow the technical writing guidelines. Coordinate and subordinate clauses are unnecessarily used and/or sometimes incorrectly written.	Sentence structure is not appropriate. Coordinate and subordinate clauses are inappropriately used and incorrectly written.
Ind. 4	The document is excellently organized following the desired structure.	The document is organized following the desired structure but lacks some of the expected sections.	The document is not very well organized and/or lacks most of the sections expected.	The document is not structured properly.
Ind. 5	The student is proficient in his/her explanations and transmitting the main ideas and results. All aspects that contribute to understanding the results are well addressed. Clear and accurate figures are included (when necessary) and make the section easy to understand.	The student is able to explain the issues and transmit the main ideas and results. Aspects that contribute to understanding the results are covered. Figures are included (when necessary) and contribute to understanding what is presented.	The student has difficulties (or covers very superficially) when explaining the relevant issues and transmitting ideas and results. Aspects that contribute to understanding the results are superficially considered. Figures are included but not well labeled or they are not so relevant.	The student is unable to transmit the main ideas and results. Aspects that contribute to understanding the results are not addressed at all. Figures are not included or are not relevant at all.