

EVALUATION TEMPLATES AND FULFILLMENT OF THE UNIVERSITY FORMATIVE OBJECTIVES: DIVERSIFICATION AND TRANSVERSELITY OF CRITERIA IN SUBJECTS OF SPANISH LANGUAGE AND THEORY OF LITERATURE

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Abstract

In the different projects boarded in these last years by our group from educational innovation, attention to two lines of work has been lent that, applied to subjects integrated in the scopes of the study of the Spanish language and of the theory of Literature, were in our opinion essential to approach the new educative space in which we were immersed. In the first stage, it was fundamental the elaboration of educational materials and the use of heterogenous tools that allowed the student to make a pursuit of the subject in which the knowledge was acquired progressively. The space of the Virtual Campus thus becomes a valid platform for the development and design of different types from activities and exercises by means of which complementary tasks to actual teaching are approached. However, this development raises in one second phase –in which we were now– and almost simultaneously, the necessity to analyze the evaluation methods. Once established the continuous assessment like fundamental criterion in the development of the subject, it is precise to establish general frames that allow at the same time student's precise pursuit and transverselity between criteria of evaluation shared by several subjects. From these budgets, our work is centered in the creation of templates or model-cards that identify so much the evaluation criteria as the aptitudes that the students must surpass, in order that they can serve as guide in its application to different disciplines. Therefore, on starting from the exercises designed in the first stage of the project, evaluative models are developed that allow to value the degree of assimilation and execution of the different objectives and contents.

Example: Work in group and later exposition and discussions by the students: - Consisting of the putting in common of the results derived from the work in group or other individual derived from the theoretical and literary text commentary. - Cooperative learning: works in equipment, inside and outside the classroom. Objectives: to favour the doubt and exchange of information on the subjects which are discussed, besides to foment initiatives and the students' critical attitude. - Justification: this type of exercises favours the student's formation in two-way traffic. In first place, because he must construct his own speech, organize it, structure it and argue it for his putting in common before his companions. It facilitates the individual learning and the development of skills related to the construction, elaboration and written expression of different types of speech. In second place, the exposition helps to develop skills and communicative strategies, contributing to improve the oral expression. Finally, the coordination of the work of group causes a greater

implication of the students in the process of elaboration and the final results, so much of the written task as of the oral presentation, without forgetting that the use of other resources (presentations, videos... etc.) by the student facilitates his familiarisation with educational and expositive techniques nearer the present context.

Keywords

ETCS experiences, Evaluation and Assessment, Learning and Teaching Methodologies, Group of Teaching Staff Formation.

1. INTRODUCTION: ANTECEDENTS AND PREVIOUS EXPERIENCE

This communication gathers a project of university educative innovation of the educational and investigating staff that, corresponding to the 2008 call, is registered in the University of Cadiz with the code "ie54" and the title "Programming centered in the significant learning: design of tools of evaluation of the modules of communication and activities (virtualized and not virtualized)".

This project has like immediate antecedents the developed ones, under the auspices of the University of Cadiz, in the mentioned group of innovation: "Diversification and optimization of the tools and resources for the programming and teaching of contents" (course 2005-06) and "Programming centered in the significant learning: planning and design of activities" (course 2006-07). And, like more distant antecedents, those that, in the amplest frame of performance -so much by the reach of the subjects as by the number of members-, took to effect, under the protection of Andalusian Government, in a group of formation of the teaching staff: "New concepts for the elaboration of class materials, application of the new technologies and forms of evaluation in the studies of Philology" (course 2002-03), "New forms of programming in the studies of Philology" (courses 2003-05), "New forms of programming in the studies of Philology, Humanities and Linguistics" (course 2005-06).

The experience acquired by the members in both forums during these years has been reinforced by receiving formation courses of the teaching staff, which have served to inspire the promotion of joint initiatives of performance under the form of the different innovation projects and have influenced positively in the educational work to which the ideas of those have been applied. Such courses include an ample repertoire of subjects, between which it is possible to emphasize the ones dedicated to the basic formation in ECTS, the cooperative learning, the evaluation, the university tutorial, the use and management of the platform "Moodle", the electronic tutorial and the different tools for communication in Virtual Campus, technical and methodology in "e-learning", and teaching and management of the TICs. It can be added to it the participation of the members of the group in pilot experiences of implantation of the ETCS in the degrees of English Philology, Humanities, Hispanic Philology and French Philology.

More specifically, the present project is conceived like continuation of the entitled one "Programming centered in the significant learning: planning and design of activities", that was held up by the following particular lines of performance: stimulus to the students' active participation in the classroom, alternatives to the teacher's oral exhibition, methods of learning based on the analysis and discussion of practical cases, innovation to improve practical aspects of the subject, stimulus of the student's work throughout all the subject, and pursuit of the work and valuation of its volume which the student must develop.

The areas of knowledge, the degrees and the subjects implied in the present project are related next:

Areas of knowledge:

- Spanish Language
- Theory of Literature and Compared Literature

Degrees: Hispanic Philology, English Philology, French Philology, Classic Philology, Arab Philology, Humanities

Subjects:

- Theory of Literature (main 2º course English Philology)
- Theory of Literature (main 2º course French Philology)
- Theory of Literature (main 2º course Classic Philology)
- Morphology of the Spanish (main 2º course Hispanic Philology)

- History of the Spanish language (main 4º course Hispanic Philology)
- Hispanic Dialectology (obligatory 5º course Hispanic Philology)
- Spanish in America (obligatory 5º course Hispanic Philology)
- Linguistics (formation complement 2º course Publicity and Public Relations)
- Problems and methods in the syntax of the Spanish (optative Hispanic Philology)
- Spanish Sociolinguistics (optative, Hispanic Philology).

2. DESCRIPTION

2.1 Context

In the different projects boarded earlier attention has been lent, then, to two great lines of work that, applied to subjects integrated in the scopes of study of the Spanish language and the theory of Literature, was in our opinion, essential to approach the European Higher Education Area. In one first stage, it was fundamental the elaboration of educational materials and the use of heterogenous tools that allowed the student to make a pursuit of the subject in which the knowledge was acquired progressively. The platform on which the Virtual Campus is based turns a place valid to make specific the development and the design of different types of activities and exercises by means of which complementary tasks to actual teaching are approached.

As it is deduced of the previous thing, the line of work followed until the moment has interested in which of change in the educational methodology the implantation of the ETCS brings. Thus, the participants of the group have been progressively programming their subjects following the new model, independently of if these are comprised or not within pilot experiences. Taking in consideration in each case the student's work load, a quite complete and precise programming has been reached in the following aspects: information with data of the subject, equivalence in the system of credits ETCS, general objectives, specific contents and objectives, methodology, resources and materials, temporization and bibliography.

But it is necessary to consider that some aspects have been more worked than others. For example, it has been insisted on the use of the tutorial, presence as much as virtual; in the scope of the methodology, the significant learning has been favoured, leaving in background the master class, and, from the point of view of the management of the pupils' activity, social and individual forms have been adopted, like the works and the tasks in group, the controls of reading and the individual works and tasks. Also it is to emphasize the utility of the temporization, that, fit to a rigorous calendar, has served to fulfill faithfully all the objectives related to the set of themes. A basic tool, as it is said, has been the Virtual Campus, in which almost all the subjects implied in the project have been hung. Thanks to the experience acquired in previous years, the authors, to the light of the results of passed courses, have been able to introduce changes in the search of the improvement of their work and the advantage of the students. These, once overcome the ignorance and the initial surprise of those of first course, have welcomed of very good degree the methodologic change and have valued positively the continuous learning.

2.2 Identification of the aspect to work or to improve

However, this development raises in one second phase the necessity to analyze the assessment methods. The subject of our present preoccupation is this one. Once fixed the continuous assessment like fundamental criterion to the development of the subject, it is precise to establish general frames that allow at the same time a precise pursuit of the student and the transversality between criteria of assesment shared by several subjects. We start from the teachers' displeasure and the student's disorientation with the traditional methods of evaluation:

"The ways in which universities assess students' achievements are often a mystery to them. And it's often not a lot better for the academics who frequently regard assesment as very separate from the teaching and learning process, something to thik about once the curriculum has been devised and plan for delivery finalized" [1]

One can compare, in this sense, the data that Santos Guerra [2] handles to use his paradox number 18: "aunque la Universidad se caracteriza por el rigor científico y la exigencia de objetividad, en la evaluación se aplican criterios cuya fijación y aplicación está cargada de arbitrariedad".

By as much, in the scope of evaluation, even though it is certain that this one has been diversified by distributing it in two, three or four components, being examination only one of them, and that such diversification has been fitted very well by the pupils, from the point of view of teaching staff's personal satisfaction, it is still to deepen items that constitute the assessment criteria and to describe with precision the quality criteria which the different elements evaluables must fulfill. For that reason, this subject of assessment evaluation has been the chosen one like work object that must be improved. We share N. Grané and others' opinion [3], that makes see the opposite effect which the traditional methods of evaluation produce in the Spanish university: the evaluation is centered in those aspects that are easy to evaluate, stimulates the student to be centered only in the evaluated aspects and the students retain erroneous concepts on matters already surpassed.

In this occasion we are located at the same general frame, the programming centered in the significant learning, but we overturn the main interest in the evaluation of the activities that must make the student to obtain the learning objectives. With it, we understand, the concrete work initiated the last course would be completed. In the context of a programming of subjects based on the European credit and centered in the significant learning, once surpassed the phase of design and planning of activities -objective fulfilled in the previous project-, it is now tried to elaborate tools and criteria of assessment of the activities made inside and outside the Virtual Campus and of the virtual communication channels.

The lines of performance in which the project is fitted are, by this order: 1) Procedures, techniques and instruments to evaluate the student's learning, considering so much the competences as the contents. 2) Work in educational equipment formed by teaching staff of diverse degrees and that imply transversal performances to the degrees. 3) Change and innovation in the educational and learning methodologies that implies the consideration of the innovation and inclusion of the TICs in the teaching-learning process.

From these budgets, our work is centered in the creation of templates or model cards that identify so much the assessment criteria as the aptitudes that the students must surpass [4], in order that they can serve as guide in the application to different disciplines. Therefore, on the base of the exercises designed in first stage of the project, evaluative models that allow to value the degree of assimilation of the contents and attainment of the objectives, are developed.

2.3 Objectives

Since a programming cannot completely be effective if it does not contemplate a correct valuation of the objectives reached by the student, this is, if it does not sustain the objectivity of the assessment in the pre-selected targets, we understand that there must work in the sense to obtain a really valid model of evaluation in the system of European credit:

"[...] assessment [...] should be an integral part of learning and therefore something institutions tackle strategically. It must not be an optional extra, a bolt-on, an after-thought. Instead the assessment strategies we use must be a result of conscious decisions based on informed choice. When assessment is as its best, it can be motivating and productive for students, helping them know how well they are doing and what else they need to do. It lets staff know how they and their students are doing and it give them the performance indicators that they need" [5]

The passage to background of the master class implies not the total suppression of the final examination, but a hard reduction in its weight in the final qualification. It cannot be otherwise if the objectives of the subjects are planned according to a continuous assessment.

We start from the diversification of the evaluation in instruments that, when they are managed through the Virtual Campus, belong so much to the module of activities as to the one of communication: individual works and in group, individual tasks and in group, oral exhibitions, text commentaries (linguistic and literary), discussion forums, controls of reading, glossaries and, finally, written examinations that are so much opened tests as objective tests (both so much in continuous evaluation as at the end of the course). The cooperative learning occurs in the works in equipment, inside and outside the classroom. In this case, the objective is to favour the doubt and exchange of information on the subjects which are discussed, besides to foment initiatives and the critical attitude in the students. The justification is in which this type of activities favours the student's formation in two-way traffic. In first place, because he must construct his own speech, organize it, structure it and argue it

for his putting in common before his companions. It facilitates the personal learning and the development of skills related to the construction, elaboration and written expression of different types of speech. In second place, in the sense that the exhibition helps to develop skills and communicative strategies, contributing to improve the oral expression. Finally, the coordination of the work of group causes a greater implication of the students in the process of elaboration and the final results, so much of the written task as of the oral presentation, without forgetting that the use of other resources (presentations, videos, etc.) by the students facilitates his familiarisation with educational and expositive techniques nearer the present context.

The idea is to obtain for each one of the instruments above-mentioned a model of groups and items that includes criteria of quality applicable to subjects pertaining to different areas of knowledge implied in subjects from diverse humanistic degrees. Therefore, the transversality has a main role. These criteria of quality must be able to be formulated so much in terms of formative objectives as in form of rubrics [6].

The general objectives of the degree that are been considered are those that follow:

- a) To domain of Spanish language and its oral and written resources (clarity, precision and fluidity in the written and oral expression).
- b) To know the analysis procedures of the structure of the language and to identify its discursive functions in the different levels (acoustic, morphologic, syntactic, lexical and semantic).
- c) To identify and to analyze the main historical, geographic, sociological and pragmatic phenomena that affect the linguistic variation.
- d) To know and to understand the characteristics of lyric, narrative, dramatic, essay genres and its problems.
- e) To develop the capacity of analysis about the different diachronic, diatopic and diastratic levels of the Spanish language.
- f) To understand and to value the expressive, stylistic or rhetorical resources of literary texts and other types of texts.
- g) To know and to understand the historical and cultural context in which the literary texts and its relation within the framework of other literatures in other languages, take place.
- h) To develop the literary critical capacity by means of the reading and commentary of texts.
- i) To know the principles, techniques and resources of the rhetoric and the stylistics.

The general or transversal competences that are evaluated are the following ones:

- a) Ability to look for the sources of intelligence suitably, in which it concerns the bibliographical resources available in the conventional libraries so much as to the material in network (digital bases of data in Internet, magazines, webs, etc.) and capacity to judge them critically and to use them in the extension of the knowledge and the processes of investigation.
- b) Ability to construct an argument in a structured and concise form and to know how to contrast it and to defend with relevant data.
- c) Capacity to obtain complex data of different types, to know how to handle it in a systematic and structured form, to use it critically and, from here, to learn to construct knowledge (in form of research projects or tasks, essays, etc.).
- d) Capacity to emit founded judgments that include a reflection on outstanding subjects of social, scientific or ethical nature.
- e) Capacity to compare and to articulate the different knowledge to each other to apply them to the different situations of the present reality and the professional scope.
- f) Capacity to transmit information, ideas, problems and solutions within his study area study to a public specialized and not specialized.
- g) Capacity to learn in an independent form in sufficient degree like undertaking studies of second cycle.
- h) Capacity to elaborate recensions.
- i) Capacity to make workings of linguistic advising and correction.

The instrumental competences which are evaluated are these:

- a) Capacity to analyze literary and nonliterary texts and speeches appropriately using the analysis techniques.

- b) Capacity to apply the information on historical, social and political context pertinent for the interpretation of works.
- c) Capacity to mention a bibliography correctly.
- d) Capacity to make linguistic analyses and commentaries.
- e) Capacity to evaluate critically the style of a text and to formulate alternative proposals.
- f) Capacity to make analysis and linguistic commentaries in historical-comparative perspective.

3. PROVISIONAL RESULTS

As demonstration, we presented now some of the templates that have been elaborated for the moment. Understanding that the results of the evaluation must lead us to a reflection that, with the intention of improving its application, generates proposals of modifications in the template, we conceive these like opened, dynamic and capable of improvement instruments. They talk about the following instruments:

- Work in group (table 1)
- Individual task (in this case, it is the same valid group for the work in group, from which the general "cooperative work" criterion is excluded)
- Linguistic text commentary (table 2)
- Discussion forum (table 3)
- Written examination (table 4)

It agrees to indicate that a specific percentage that varies according to the cases has been assigned to each criterion of evaluation.

Table 1

Assessment template – work in group

		4	3	2	1
Handling of the information	Search and compilation of the information	You take advantage of the available resources sufficiently, printed and from the World Wide Web, with an extensive bibliography, general and specialized, but you discriminate the materials suitably and offer an updated and outstanding repertoire.	You offer a not very extensive but well selected bibliography, with works of general character and some specific ones.	You consult the available resources sufficiently, printed and from the WWW, but you don't discriminate the materials suitably and offer a heterogenous bibliography as regards its pertinence and the present time.	You don't contribute bibliography, except for references of lexicographical works and pages from the WWW.
	Information processing	You shows a critical and reflective attitude in the valuation of the information: you select and contrast the most relevant ideas and theories. You are able to order sequentially the most significant advances that have taken place in the scientific knowledge, from the different theories that take	You show a reflective attitude in the valuation of the information: you select the ideas and the most relevant theories and you expose them in right way, but you don't contrast them and you are not able to arrange in sequence the advances in the scientific knowledge.	You limit yourself to reproduce the information, without discrimination and critical attitude, reflection nor order in the ideas and theories that you contribute.	You commit errors in the exhibition that show a lack of understanding of the ideas and theories that you adduce.

		care of it.			
Handling of the data	Search and compilation of the data	The sample is original and is abundant and sufficiently representative of the phenomenon which is study object.	The sample is original and, although not very extensive, is sufficiently representative of the phenomenon which is study object.	The data are not own although they are well selected.	The data are not own and they do not respond with clarity to the studied phenomenon.
	Analysis of the data	You understand and integrate the data in the previous schemes of knowledge, without difficulty.	Some minimum errors in the classification of the data are detected.	The errors are more frequent and show some difficulties in the understanding of the phenomena.	You limit yourself to offer a list of the phenomena without discrimination.
Written expression	Grammar correction	You adjust yourself to the norm, and orthographic, grammar and lexicon-semantic errors are not detected.	Some mistakes referred to the norms of punctuation and to particular cases of accentuation and use of the capital letters are observed.	In addition to the referred ones in the previous section, you slide some mistakes in the morphosyntactic level, and in the one of the general rules of accentuation.	Mistakes in all the levels are detected, specially in the one of the orthographic rules.
	Adjustment in the expression	You use a suitable register and you are able to express with precision, doing use of a specific and technical vocabulary and an appropriate speech for the matter and the type of text.	You use a suitable register and, although you don't make use of a specific vocabulary and technical, clarity and precision are expressed with and a minimumly appropriate speech for the matter and the type of text.	Some incoherences in the register that you adopt and in the type of speech are observed.	The register and the type of speech are not the appropriate ones.
Presentation of the information	Coherence and cohesion of the writing	You structure the writing in parts suitably. You organize the ideas and the information and offer a coherent and integrated development in the exhibition of these.	Although, in general, the text is structured, the cohesion between the different parts of the work is not appraised with clarity.	Errors in the structuring of the text and in the organization of the ideas are observed.	The text does not present a defined structure. The ideas are disorganized and they do not allow to follow with clarity the exhibition.
	Observation of the presentation norms	You contribute all the elements that you need in the presentation of works (titles, headlines, table of chapters and contents, terms or concepts, list of abbreviations and symbols, bibliography, etc.).	You contribute some of the most important elements in the presentation of works (titles, headlines, table of chapters and contents and bibliography). Some errors and deficiencies in the use of the norms of	The work presents solely the title and the bibliographical references. Although you mention the bibliography, this does not adjust itself to the established norms, and you make a weak handling of	You don't contribute any of the elements of presentation of works, except for the title. You don't mention the bibliography, nor you make use of the tools of the text processors.

		You observe systematically the norms that regulate the use of the information and its sources in the different supports (norms of bibliographical appointments). You dominate and use the basic tools of the text processors in the presentation of the writing (bleds, fonts, footnotes, headers, etc.).	bibliographical appointments and in the one of the basic tools of the text processors are detected in the presentation of the writing (bleds, fonts, footnotes, headers, etc.).	the tools of the text processors.	
Cooperative work		Communication with the members of the group is fluid. You participate actively in elaboration of the work, providing data and outstanding information excellent to your classmates. You discuss the decisions of the group and raises your own ones.	Communication with the members of the group is sufficient. You participate in elaboration of the work, providing data and outstanding information to your classmates, but you don't enter discussion on the different aspects that integrate it, nor in the decision-making on it.	Communication with the members of the group is minimal. You participate in elaboration of the work, with contribution of some minimal data.	There is no communication with the members of the group, who initially assign themselves the treatment of the different aspects of the work.

Marks conversion table

0 – <1	Fail
2	Sufficient
3	Good
4	Very good – Excellent

Table 2

Assessment template – linguistic text commentary

		4	3	2	1
Assimilation of the contents		You recognize all the linguistic phenomena which are characteristic of the dialectal variety text and know to describe them and to denominate them suitably in each occasion, granting a phonetic value to the graphs of the corresponding	You distinguish the dialectal phenomena, although you show some lack of precision in the justification of the graphs system. You shows some errors in the differentiation of phenomena of diachronic character and in the	Although you distinguish some dialectal phenomena, you don't describe them suitably nor justify the graphical value that represents them. You present confusions in the discrimination of dialectal phenomena from	You don't distinguish the dialectal linguistic characteristics of the text. You confuse the different textual phenomena relative to the diastratic and diachronic varieties. You don't recognize the different linguistic

		phenomena. You discriminate suitably the properly dialectal phenomena of the archaisms and the vulgarisms present in the text. You recognize the phenomena due to external causes to the linguistic change (analogy, folk etymology, substratum or adstratum, etc.), to the internal changes of the language, and you analyze them and explain with clarity, leaning and/or contrasting, if it is necessary, the opinion of the different authors on the subject. You are able to assign the text to one of the studied dialectal varieties and, in its case, to one of the zones in which dialect is divided.	uses of vulgar levels. You locate the phenomena due to external causes to the linguistic change (analogy, folk etymology, substratum or adstratum, etc.), to the internal changes of the language, although there are no explanations that contrast them according to the different theories. You assign with certainty the textual characteristics to a concrete dialectal variety, although you are not able to specify the concrete zones in which dialect is divided.	the relative ones to the diachronic and diastatic variants. You locate some phenomena due to external causes to the linguistic change (analogy, folk etymology, substratum or adstratum, etc.), and other cases produced by the internal changes of the language, although there are no argumentative theories that justify them. You assign some of the more relevant textual characteristics of a concrete dialectal variety, although you don't reflect the totality of characteristics that the text shows nor the precise marks that would assign it to one of the zones in which dialect is divided.	phenomena that the external and internal causes of the changes produced in the language arise in the text. You don't manage to assign the text to any concrete dialectal variety.
Capacity of analysis and synthesis		You classify suitably the phenomena in the different language levels and combine, without difficulty, in its description, the examples corresponding to the same phenomenon. You are able to construct a deductive argument that allow to assign the text to a dialectal variety from its more relevant and privative characteristics.	You classify suitably the phenomena in the different language levels and exemplify its description with some of the examples from the text. You argue with the examples the property to a concrete dialect, although you don't get to select the dialectal zone to which it belongs.	You classify suitably some of the phenomena in the different language levels language and propose examples, although you show some errors in the description of the corresponding phenomena. Although you offer arguments to assign the text to a dialectal variety from its more relevant and privative characteristics, some confusions in its justification appear.	You don't classify the phenomena that are gathered in the different language levels and select examples that don't not correspond. You don't argue with the selected examples the possible assignment of the text to the dialectal variety to which it belongs.
Written expression	Grammar correction	You adjust yourself to the norm, and orthographic, grammar and	Some mistakes referred to the norms of punctuation and to	In addition to the referred ones in the previous section, you slide some	Mistakes in all the levels are detected, specially in the one of the orthographic

		lexicon-semantic errors are not detected.	particular cases of accentuation and use of the capital letters are observed.	mistakes in the morphosyntactic level, and in the one of the general rules of accentuation.	rules.
	Adjustment in the expression	You use a suitable register and you are able to express with precision, doing use of a specific and technical vocabulary and an appropriate speech for the matter and the type of text.	You use a suitable register and, although you don't make use of a specific vocabulary and technical, clarity and precision are expressed with and a minimum appropriate speech for the matter and the type of text.	Although you use a suitable register, you gives sample of a lack of precision in the use of specific and technical vocabulary for the matter and the type of text.	You show inadequate expressions to scientific register.
Presentation of the information	Coherence and cohesion in writing	The text presents a defined structure, with an introduction, a section with the analysis of the data, organized by language levels, and a conclusion that gathers the most outstanding elements of the exhibition.	The text presents a structure defined and organized by language levels, although there are no outstanding elements to offer the conclusion.	Although the structure is clear, with excellent sections and conclusion, there is no cohesion between the parts and elements for its conclusion.	Development with lack of organization and coherent structure.
	Observation of the presentation norms	You observe the orthotipographic rules. You take advantage of the basic tools of the text processors in the presentation of the writing.	You show the observance of the orthotipographic rules. You use some of the basic tools of the text processors that help to its structuring and presentation.	They appear some violations of certain orthotipographic rules, although you know to use some of the most basic tools of the text processors.	You show an ignorance of the orthotipographic rules. You don't use the basic tools of the text processors that help to its structuring and presentation.

Table 3

Assessment template – discussion forum

	4	3	2	1
Participation	The number and the extension of the interventions are the suitable ones. You are up to date in all the discussions.	The number of interventions is not very elevated, but you contribute relevant messages of considerable extension. You are up to date in all the discussions.	The number of interventions is not very elevated, but you contributes pertinent messages, with a considerable extension. Although you make a daily pursuit of the discussions, you select some of them for your participation.	The number of interventions is minimum, with messages, in great part, of short extension, superficial or irrelevant. You select some of the discussions for your participation, but your are delayed in the interventions and you don't make a daily pursuit of the

				contributions of the rest of the members of the group.
Interaction	You take the initiative to participate. You respect the ideas of the others and recognize divergent points of view on the subject, but you are able to show a conciliatory or arbitral attitude and to make decisions and to propose solutions to the group.	In occasions, you requires of an external impulse for participation. You respect the ideas of the others and recognize divergent points of view on the subject, although you generates your own ideas and defend them before the group.	In a greater part, you only respond to the initiatives of the other members of the group, although your contribute some own intervention. You show certain indifference before the other people's ideas and don't discuss with reasonings the proposals of the others.	You only respond to the initiatives of the other members of the group. You show a little respectful attitude with other ideas, and trie to dominate the discussion from his interventions.
Cognitive resolution	You are able to establish connections between the interventions and to retake passed interventions to contribute ideas, suggestions and questions that impel the dialogue and favour a constructive learning. Clarity in the exhibition.	You take part with ideas and own arguments and relate them to the contributions of the others, but you lack capacity of synthesis for the attainment of a constructive dialogue.	You make relevant interventions, that contribute ideas, doubts or suggestions on the subject, but you don't take into account the contributions from other participants on it.	Although you make some important contribution, good part of the interventions are inadequate: they do not adjust to the subject, nor they respond to the proposed discussion.

Table 4

Assessment template – written examination

		4	3	2	1
Content		The content is in total accordance with the question. The objective information is exact. The definitions are rigorous. The argumentation is solid. There is clarity in the exhibition and success in the examples.	The content is adapted to the question, but the objective information presents inaccuracies. Generally, the definitions are rigorous. Although the exhibition is clear and the argumentation solid, some examples are not valid.	The content hardly adapts to the question and the objective information presents inaccuracies. Most of the definitions are not accurate. The exhibition is not always clear and the argumentation has weak points. Only some examples are worth.	The content does not respond to the question. The objective information is completely inexact. The definitions are not accurate. The exhibition is not clear and the argumentation is not maintained. Practically no example is valid.
Written	Grammar	You adjust	Some mistakes	In addition to the	Mistakes in all

expression	correction	yourself to the norm, and orthographic, grammar and lexicon-semantic errors are not detected.	referred to the norms of punctuation and to particular cases of accentuation and use of the capital letters are observed.	referred ones in the previous section, you slide some mistakes in the morphosyntactic level, and in the one of the general rules of accentuation.	the levels are detected, specially in the one of the orthographic rules.
	Adjustment in the expression	You use a suitable register and you are able to express with precision, doing use of a specific and technical vocabulary and an appropriate speech for the matter and the type of text.	You use a suitable register and, although you don't make use of a specific vocabulary and technical, clarity and precision are expressed with and a minimumly appropriate speech for the matter and the type of text.	Although you use a suitable register, you gives sample of a lack of precision in the use of specific and technical vocabulary for the matter and the type of text.	You show inadequate expressions to scientific register.
Structure	Coherence and cohesion of writing	The text presents a defined structure, with an introduction or an exposition, an analysis or a development and a conclusion. The ideas are clearly exposed. The personal opinion is coherent.	The text presents a defined and united structure, although relevant elements to offer the conclusion are lacking. The ideas are clearly exposed and the personal opinion is coherent.	Although a structure clearly distributed in sections is shown, there is no cohesion among the parts and elements for its conclusion are lacking. The ideas are clearly exposed, but the personal opinion presents incoherences.	Development without organization, nor coherent structure, nor textual cohesion. Lack of clarity in the exhibition and incoherence in the personal opinion.

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