

## Appendix 3

### Scoring rubric assessing the students' English language evaluated by the native speaker lecturer

<b>Component 2 (ILOs 2 and 3): Target language</b>			
<b>Competencies: Linguistic, textual, reasoning, strategic</b>			
<b>Weighted value: 40</b>			
<b>Grade</b>	<b>Description</b>	<b>Value range</b>	<b>Score</b>
<b>A-, A &amp; A+ Very high level of competency</b>	<p>Criteria: quality of typography, grammar and usage, readability, idiomaticity, cohesion, consideration of text function (informative, explanatory, directive, persuasive) and target readership expectations and requirements</p> <p>Indicators: Virtually no TL errors. The text reads as if it was originated in TL and meets target readership's expectations regarding text function and genre (very few, if any, typographical, grammatical and usage errors).</p>	<b>32-40</b>	
<b>Very high degree of declarative, conceptual, procedural, and metacognitive knowledge</b>	Demonstration of very high degree of knowledge of TL and TL textual/rhetorical features and conventions and of monitoring for error.		
<b>B &amp; B+ High level of competency</b>	<p>Indicators: A few minor TL errors. The text generally reads as if it was originated in TL and generally meets target readership's expectations regarding text function and genre, but there some awkward expressions and calques and occasional typographical, grammatical and usage errors.</p>	<b>28-31</b>	
<b>High degree of declarative, conceptual, procedural, and metacognitive knowledge</b>	Demonstration of high degree of knowledge of TL and TL textual/rhetorical features and conventions and monitoring for error.		
<b>C &amp; C+ Emerging competency</b>	<p>Indicators: A number of typographical, grammatical and/or usage errors, some of them significant. SL typography, grammar, lexicon, and usage shows up in the translation and adversely affects readability. Cohesion between propositions is sometimes defective. Several typographical, grammatical and usage errors.</p>	<b>24-27</b>	
<b>Moderate degree of declarative, conceptual, procedural, and metacognitive knowledge</b>	Demonstration of moderate degree of knowledge of TL and TL textual/rhetorical features and conventions and monitoring for error.		
<b>D &amp; D+ Marginal competency Limited degree of declarative, conceptual, procedural, and metacognitive knowledge</b>	<p>Indicators: Many typographical, grammatical and/or usage errors, some of them major. SL and rudimentary typography, grammar, lexicon, and usage show up in the translation in several instances and affects readability significantly. Cohesion between propositions is often defective.</p>	<b>20-23</b>	
<b>F Competency not demonstrated</b>	<p>Indicators: Too many typographical, grammatical and/or usage errors, a number of them major. SL typography, grammar, lexicon, and usage dominate and adversely affect readability through the translation. In no way is it an example of an acceptable TL text Cohesion between propositions is highly defective.</p>	<b>0-19</b>	
<b>Very low degree of declarative, conceptual, procedural, and metacognitive knowledge</b>	Demonstration of very low degree of knowledge of TL and TL textual/rhetorical features and conventions and monitoring for error.		