Discourse analysis

Assessment specification

Text Analysis Rubric: 30%

Criteria	Weight	Description of Performance Levels
1. Evidence of ability to distinguish between spoken and written discourse	10p	**Excellent (9-10)**: Demonstrates a clear and detailed understanding of the differences between spoken and written discourse, with specific examples. **Good (7-8)**: Shows an understanding of key differences, but lacks some specificity or examples. **Satisfactory (5-6)**: Identifies some differences, but the analysis is basic or incomplete. **Needs Improvement (1-4)**: Shows limited or incorrect understanding of the distinction between spoken and written discourse.
2. Evidence of ability to analyse different types of discourse	10p	**Excellent (9-10)**: Provides a comprehensive and insightful analysis of multiple discourse types (e.g., formal, informal, narrative, persuasive). **Good (7-8)**: Analyzes different discourse types, but the depth of analysis is limited. **Satisfactory (5-6)**: Identifies different discourse types but lacks detailed analysis or explanation. **Needs Improvement (1-4)**: Fails to adequately analyze different discourse types or provides incorrect analysis.
3. Evidence of ability to compare discourse types with L1 (First Language)	5p	**Excellent (5)**: Provides a thorough and accurate comparison between discourse types in the target language and the first language, with clear examples. **Satisfactory (3-4)**: Compares discourse types with L1 but lacks depth or clear examples. **Needs Improvement (1-2)**: Makes vague or inaccurate comparisons, or fails to compare discourse types effectively.
4. Evidence of ability to use specific features of spoken and written discourse in communication	5p	**Excellent (5)**: Demonstrates strong ability to use features of both spoken and written discourse appropriately in communication, with clear examples. **Satisfactory (3-4)**: Uses some features of spoken and written discourse correctly, but lacks consistency or clarity. **Needs Improvement (1-2)**: Struggles to use discourse features correctly or appropriately in communication.

Total: 30p

Grades	Points	Percentages
5	27-30	90-100%
4	21-26	89,9-70%
3	20-18	69,9-60%
2	17 and lower	59,9 and lower

Assessment Criteria (15%):

Criteria	Weight	Description of Performance Levels
1. Task Fulfillment	5p	**Excellent (5)**: Fully addresses the reflection topics, providing a detailed and thorough response to all required questions. **Satisfactory (3-4)**: Addresses the reflection topics, but with less depth or incomplete examples. **Needs Improvement (1-2)**: Does not fully address the reflection topics or provides vague, unsupported responses.
2. Showing Clear Understanding of the Objectives of the Course	5p	**Excellent (5)**: Demonstrates a strong understanding of the course objectives and links them clearly to language learning outcomes. **Satisfactory (3-4)**: Shows a general understanding of the course objectives, but with minimal connections to language learning. **Needs Improvement (1-2)**: Lacks a clear understanding of the course objectives and fails to link them to language improvement.
3. Ability to Reflect on the Impact of the Course on Language Improvement	5p	**Excellent (5)**: Reflects thoughtfully and in depth on how the course impacted language skills and systems, with specific examples. **Satisfactory (3-4)**: Provides a reasonable reflection on the impact, but with less depth or clarity. **Needs Improvement (1-2)**: Reflection is superficial or lacks a clear link to language improvement.

Grade Descriptions:

- **Excellent (9-10)**: The student provides a comprehensive and insightful reflection, demonstrating a clear understanding of the course objectives and a well-developed awareness of the impact on their language skills and systems.
- **Good (7-8)**: The reflection shows a solid understanding of the course content and impact, with some detail and examples, but lacks full depth or clarity in one or two areas.
- **Satisfactory (5-6)**: The reflection addresses the key aspects but may lack sufficient detail, analysis, or examples to support the claims about language learning impact.
- **Needs Improvement (1-4)**: The reflection is vague, lacks a clear structure, or fails to address key course objectives or personal language development.

Grades	Points	Percentages
5	15-13,5	90-100%
4	13,4-10,5	89,9-70%
3	10,4-9	69,9-60%
2	8 and lower	59,9 and lower

Asessment specification for Portfolio

Entry 1: Analysis of Written Discourse Types (150 words per sample)

- **Task:**
  Collect at least **five** samples of different written discourse types. Choose from the following list:
    - Fiction
    - Personal letters
    - Formal letters
    - Instructions
    - Advertisements
    - Newspaper articles
    - Encyclopedia entries
    - Invitations
    - Menus
    - Recipes, etc.

  For each sample, write an analysis (about **150 words**) that focuses on the **discourse features** covered during the course. Identify key features like tone, register, structure, and intended audience.

Entry 2: Analysis of Spoken Discourse Types (150 words per sample)

- **Task:**
  Collect at least **five** samples of spoken discourse types. Choose from the following list:
    - Informal conversations
    - Language-in-action (e.g., casual, real-life dialogues)
    - Formal conversations (meetings, conferences, etc.)
    - Telephone conversations
    - News broadcasts
    - Oral instructions
    - Announcements
    - Lectures, etc.

  For each sample, include the **recording** of the data and a **transcript** of the relevant extract. Write an analysis (about **150 words**) of each sample, focusing on **discourse features** such as turn-taking, formality, coherence, and language use.

Entry 3: Comparison of Discourse in English and Native Language (150 words)

- **Task:**
  Select one type of written or spoken discourse (either written or spoken) in **English** and in your **native language**.
  Write an analysis (about **150 words**) comparing the discourse features of the two samples. Focus on **similarities and differences** in structure, language, tone, and other relevant features.

Assessment Criteria for Portfolio (Total: 30%)

Criteria	Weight	Description of Performance Levels
1. Task Completeness and Fulfillment	10p	**Excellent (9-10)**: Fully completes all entries, providing relevant samples and detailed analyses for each discourse type. **Satisfactory (7-8)**: Completes the majority of the entries but may lack some depth or have minor gaps. **Needs Improvement (1-6)**: Fails to complete all entries or provides incomplete or irrelevant samples and analyses.
2. Ability to Analyse Written/Spoken Discourse Features	10p	**Excellent (9-10)**: Demonstrates a deep and insightful analysis of discourse features in both written and spoken samples. **Satisfactory (7-8)**: Provides a good analysis of discourse features but may lack some depth or clarity. **Needs Improvement (1-6)**: Analysis is superficial or inaccurate, missing key discourse features or not aligned with course concepts.
3. Ability to Support the Analysis with Examples	10p	**Excellent (9-10)**: Uses specific and relevant examples from the samples to support the analysis effectively. **Satisfactory (7-8)**: Provides examples, but they may not always be fully relevant or detailed. **Needs Improvement (1-6)**: Examples are either missing or poorly connected to the analysis, making it difficult to support claims.

Total 30 p

Grades	Points	Percentages
5	27-30	90-100%
4	21-26	89,9-70%
3	20-18	69,9-60%
2	17 and lower	59,9 and lower

Grade Descriptions:

- **Excellent (9-10)**: The student demonstrates a thorough understanding of discourse features, offering clear, detailed analyses with well-chosen, relevant examples. The portfolio is complete and well-organized.
- **Good (7-8)**: The student provides solid analyses, but there may be minor gaps or lack of depth in some areas. Most examples are relevant and appropriately used.
- **Satisfactory (5-6)**: The student meets basic requirements but the analyses are general or superficial. Some examples may not directly support the analysis.
- **Needs Improvement (1-4)**: The student's portfolio is incomplete or lacks clear analysis and relevant examples. Many entries may be weak or poorly constructed.

Suggestions for Success:

- Ensure each entry meets the required number of samples and that they represent a variety of discourse types.
- Be specific when identifying discourse features in your analyses and link them back to course concepts.
- Support your analysis with direct examples from the samples, showing clear connections to the features you identify.
- Be sure to include a recording and transcript for spoken discourse samples, as required in Entry 2.

This rubric should guide you through the process of creating a well-rounded and detailed portfolio. Let me know if you need further clarification or adjustments!

Here's a structured **Assessment Specification** in a table format, with the total weight of the assessment being 15%:

Assessment Component	Description	Weight	Assessment Criteria	Task/Activity
1. Understanding Vocabulary in Context	Ability to interpret word meanings based on their usage in sentences or larger texts.	5p	- Accuracy of interpretation. - Understanding of how context affects word meaning. - Clear examples where necessary.	- Given sentences or passages, interpret the meaning of specific words. - Explain how context affects their meaning.
2. Finding Vocabulary in Dictionaries & Concordances	Skill in locating words in dictionaries and concordances and retrieving accurate definitions and examples.	5p	- Correctness of word definitions. - Ability to locate and present accurate word usage examples. - Use of dictionaries and concordances	- Look up selected words in dictionaries and concordances. - Provide definitions, parts of speech, and

Assessment Component	Description	Weight	Assessment Criteria	Task/Activity
			efficiently.	examples.
3. Analyzing Vocabulary Use in Dictionaries & Concordances	Ability to analyze how word meanings and usage change in different contexts.	5p	- Depth of analysis. - Ability to identify and explain different meanings/senses of the word. - Clear, logical presentation of findings.	- Analyze a word's meanings in dictionaries and concordances. - Present a written report or presentation.
Total		**15p**		

This table gives a clear breakdown of the assessment components, the specific tasks, and the associated weight for each part, summing to 15% of the total assessment.

Excellent to **Needs Improvement**, with clear descriptions for each level:

Grade	Criteria	Description
Excellent (A)	**15-13,5p (Top Level)**	Demonstrates comprehensive understanding and insightful analysis of word usage. All tasks are completed accurately, with detailed and relevant examples provided. but there are slight inaccuracies.
Good (B)	**13-10,5p**	Shows a strong understanding and analysis with minor errors or omissions. All tasks are completed with clarity and relevant examples, Tasks are completed, but some areas may need improvement.
Satisfactory (C)	**10-9%**	Provides an acceptable understanding of vocabulary use, but lacks depth or has some significant errors.
Needs Improvement (D)	**8 and lower**	Demonstrates minimal understanding or has significant errors or omissions. Some parts of the tasks may be incomplete or inaccurate. Fails to meet the basic criteria. The tasks are incomplete or mostly inaccurate, showing little understanding of vocabulary use and analysis.

Grades	Points	Percentages
5	15-13,5	90-100%
4	13,4-10,5	89,9-70%
3	10,4-9	69,9-60%
2	8 and lower	59,9 and lower

General Notes on Grading:

- **Excellent (A):** Exceptional work with accurate, detailed, and insightful understanding and analysis. All aspects of vocabulary are well-researched and correctly applied in context.
- **Good (B):** Solid work with a clear understanding of the vocabulary and context, with only minor mistakes or lack of detail.
- **Satisfactory (C):** Acceptable performance with some issues in clarity, depth, or accuracy. Shows basic understanding but lacks detail.
- **Needs Improvement (D):** Incomplete or unclear work with noticeable gaps in understanding or analysis. Needs further effort to meet expectations. Does not meet the minimum requirements of the assessment, with major gaps in understanding or missing content.

This rubric helps clarify the expectations for each grade level based on the student's performance on the tasks related to vocabulary use, analysis, and context.

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Vocabulary in communication

Assessment Specification

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1. Reflection on Vocabulary Building Strategies

Task Overview:

In this reflection task, students are required to evaluate their own vocabulary learning strategies throughout the course. They should comment on the effectiveness of the strategies they employed, providing examples to support their evaluation. The focus is on self-reflection, critical analysis, and the ability to articulate the strategies used to enhance vocabulary acquisition.

Task Guidelines:

- **Length:** 300 words (approximately).
- **Focus:** Reflection on the process of learning vocabulary, including both successful and less effective strategies.
- **Analysis:** Students should analyze why certain strategies were effective or ineffective based on their personal experience.
- **Examples:** Provide specific examples of how particular strategies helped or hindered vocabulary acquisition.
- **Structure:** Ensure the reflection is well-organized with clear logical flow and appropriate examples.

Criteria for Assessment: 25 points

Assessment Criterion	Description	Weight
Task Response	- The response should address the task fully, including a reflection on vocabulary building strategies and analysis. - The word count (300 words) should be met.	5p
Reflection and Analysis	- Ability to reflect critically on vocabulary building strategies used during the course. - Analysis should be insightful, detailing which strategies were effective and why.	5p
Support	- Providing specific examples to support reflections on the effectiveness of the strategies. - Examples should be relevant and clearly tied to the analysis.	5p
Coherence and Cohesion	- Ideas should be logically organized and connected. - The reflection should be easy to follow and coherent with a natural flow between points.	5p

Guidelines for Students:

1. **Task Response (5)**
   Ensure that you fully address the task by reflecting on your vocabulary learning strategies. Make sure your response is within the 300-word limit and is directly relevant to the prompt.
2. **Reflection and Analysis (5)**
   This is the heart of your reflection. Analyze the vocabulary-building strategies you used. Were some more effective than others? Why do you think certain strategies worked for you? Discuss the strengths and weaknesses of each approach, providing insights into your personal learning process.
3. **Support (5)**
   Provide concrete examples of how specific strategies (such as using flashcards, reading in context, or using dictionaries) helped or didn't help. Examples should support your analysis and give real insight into the strategies used.
4. **Coherence and Cohesion (5)**
   Organize your reflection logically. Start with a clear introduction, followed by an analysis of your strategies, and finish with conclusions or thoughts for improvement. Ensure that your ideas flow smoothly from one to the next.

Expected Outcome:

Students should provide a thoughtful, well-structured reflection on their vocabulary learning process. They should demonstrate the ability to critically assess the strategies they used and articulate their learning experience clearly, backed by relevant examples.

Here is an assessment rubric for the **Reflection on Vocabulary Building Strategies** task, organized in a table from **Excellent** to **Needs Improvement**:

Grade	Task Response	Reflection and Analysis	Support	Coherence and Cohesion	Total (15)
Excellent (A)	Fully addresses the task with a clear, focused reflection. Meets the word count (300 words) and is highly relevant.	Demonstrates deep insight into vocabulary building strategies with a thorough analysis of what worked and why.	Provides specific, relevant examples that effectively support the analysis.	Ideas are well-organized with a clear introduction, body, and conclusion. Transitions between points are smooth and logical.	15-13,5
Good (B)	Addresses the task well with minimal deviation. Meets word count and is mostly relevant to the prompt.	Provides a solid analysis of vocabulary strategies, though there may be some minor gaps in depth or explanation.	Includes examples that are generally relevant, though they may lack some depth or clarity.	The reflection is mostly organized, with clear progression of ideas. Some minor issues with transitions or flow.	13-10,5
Satisfactory	Response addresses the task	Analysis of vocabulary	Examples are provided but	The reflection lacks clear	10-9

Grade	Task Response	Reflection and Analysis	Support	Coherence and Cohesion	Total (15)
(C)	but lacks depth. Meets word count but may have irrelevant sections.	strategies is surface-level, with limited or unclear reasons for why some strategies worked or didn't.	may not be fully connected to the analysis or are too vague.	organization, making it hard to follow in places. Some disjointed or unclear connections between ideas.	
Needs Improvement (D)	Task is incomplete or fails to fully address the prompt. Does not meet word count or has significant irrelevance. Does not address the task. Word count is significantly under or over. Irrelevant content.	Lacks critical reflection and analysis. Strategies are listed with minimal explanation or insight. No reflection or analysis provided. Fails to explain the strategies used or their effectiveness.	Provides few or no examples to support the reflection. Examples may be irrelevant or poorly explained. No examples provided, or they are completely irrelevant.	The reflection lacks coherence, with poor organization. Ideas are hard to follow, with abrupt shifts between points. The reflection is disorganized or incoherent, making it difficult to understand.	8-0

Explanation of Each Criterion:

Grades	Points	Percentages
5	15-13,5	90-100%
4	13,4-10,5	89,9-70%
3	10,4-9	69,9-60%
2	8 and lower	59,9 and lower

- **Task Response (5%)**: Focuses on how well the student addresses the specific task prompt. An excellent response is directly relevant, clear, and fully meets the word count.
- **Reflection and Analysis (5%)**: Evaluates how thoroughly the student reflects on and analyzes their vocabulary learning strategies. The highest score is for deep, insightful reflection and thoughtful analysis.
- **Support (3%)**: Assesses the use of specific examples to support the student's reflection. The more detailed and relevant the examples, the higher the score.
- **Coherence and Cohesion (2%)**: Measures the clarity and organization of the reflection. A clear, logically structured response that flows well will receive a higher score.

This table clearly defines the grading expectations for each assessment criterion from **Excellent** to **Needs Improvement**.