



Actualidades Investigativas en Educación

ISSN: 1409-4703

Instituto de Investigación en Educación, Universidad de
Costa Rica

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Consciousness-raising tasks for the mediation of text structure, cohesion, and coherence in essay writing
Actualidades Investigativas en Educación, vol. 20, no. 2, 2020, May-August, pp. 410-440
Instituto de Investigación en Educación, Universidad de Costa Rica

DOI: 10.15517/AIE.V20I2.41669

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Appendix 1

Performance-Based Rubric

Objective of the rubric: the aim of the rubric is to assess the students' performance in an essay writing.

76 – 100 ADVANCED	51 – 75 INTERMEDIATE	26 – 50 BEGINNER	0 - 25 ELEMENTARY
According to the advanced level, the student is able to write an introduction with an interesting hook and sufficient background information. The student is able to include a well-developed thesis statement (author's point of view + three clearly distinct controlling ideas). Concerning the body paragraphs, each of them contains the four elements fully developed. (Effective topic sentences, supporting ideas, evidence and a concluding sentence). The ideas in each paragraph are clearly linked to the topic sentence. The thematic unity of the entire essay is unquestionable. The conclusion contains a summary of the key points in the essay and an effective closing device related to the thesis statement. The student is able to use transitions correctly to mark relationships of addition, contrast, exemplification or cause and effect between ideas. The	According to the intermediate level, the student is able to write an introduction with a hook, and some background information. The student is able to include a general thesis statement (author's point of view + three broad or overlapping ideas). Concerning the body paragraphs, the body paragraph is missing only one element; the elements present are fully developed. Most of the ideas in each paragraph are clearly linked to the topic sentence. The thematic unity of the entire essay is broken in one paragraph or in two supporting ideas. The conclusion contains a summary of the key points in the essay and a closing device not clearly related to the thesis statement. The student has two to three mistakes in the use of transitions and three to five errors in the following areas: agreement, verb tense, word order, articles, pronouns, or prepositions. The	According to the beginner level, the introduction lacks either a hook or background information, and the thesis statement is vague (author's point of view + two or one vague controlling ideas). Concerning the body paragraphs one or two elements are missed, the elements present are not fully developed. Two topic sentences are not related to the points in the thesis statement. Only one idea is linked to the topic sentence. The thematic unity of the entire essay is broken in two paragraphs or in three or more supporting ideas. The conclusion summarizes only some of the key points in the essay and the concluding device is missing or ineffective. The essay contains four to five mistakes in use of transitions. Cohesion is somewhat compromised. The student has between six and seven errors in the following areas verb tense, word order, articles, pronouns, or prepositions. The	According to the elementary level, the introduction lacks the hook and background information, and the thesis statement consists solely of one idea. Concerning the body paragraphs more than two elements are missed, and the elements present are not fully developed. The thematic unity is barely recognizable. The conclusion fails to summarize any of the key points and the concluding device is missing or ineffective. The student has more than five mistakes in the use of transitions. Cohesion is severely affected. More than seven errors in the following areas: agreement, verb tense, word order, articles, pronouns, or prepositions and more than seven errors in usage, spelling, capitalization or punctuation. Meaning is often unclear

student has less than two errors in the following areas: agreement, verb tense, word order, articles, pronouns, or prepositions. In general, the student uses consistent standard English usage, and the student has spelling, capitalization and punctuation	student has between three and five errors, but none major in usage, spelling, capitalization or punctuation, the meaning is mostly clear.	student has between six and seven errors in usage, spelling, capitalization or punctuation. Meaning is unclear at times.	
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