

# Using rubrics to scaffold learning. How the integration of criterion- referenced descriptors enhances student-centred formative assessment



IATIS 5<sup>TH</sup> INTERNATIONAL CONFERENCE  
BELO HORIZONTE (BRAZIL), 7-10 JULY 2015  
INNOVATION PATHS  
IN TRANSLATION AND INTERCULTURAL STUDIES



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# Route

1. Transparency
2. Bloom's higher-order thinking skills
3. Prensky's Digital Native Students
4. Vygotsky's Zone of Proximal Development
5. Rubrics as tools for learning
6. Self- and peer-assessment of collaborative teamwork



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# Transparency

EVALUATION CRITERIA				
	A. Content	B. Register, vocabulary, terminology	C. Translation brief and orientation to target text type	D. Formal expression
0	The text fails to meet minimum requirements	The text fails to meet minimum requirements	The text fails to meet minimum requirements	The text fails to meet minimum requirements
1	Comprehension limited. Major content errors. Major omissions of ST content	Choice of register inappropriate or inconsistent. Vocabulary limited with some basic errors. Limited awareness of appropriate terminology	Little or no evidence of orientation to TT type. Formal or literal translation	Limited. Errors in basic structures.
2	Comprehension adequate. Minor content errors. Some omissions of ST content.	Choice of register occasionally inappropriate or inconsistent. Occasional mistakes of basic vocabulary. Clear awareness of appropriate terminology although some errors.	Some evidence of orientation to TT type. Some elements of formal or literal translation.	Ineffective. Errors in complex structures. Mistakes in basic structures.
3	Comprehension good. Minor omissions of less relevant ST content. Over- or under-translation distorts ST content or results in ambiguity	Choice of register mostly appropriate and consistent. Vocabulary effective despite mistakes. Terminology appropriate despite occasional errors.	Clear orientation towards TT type. Appropriate use of TT type rhetorical devices.	Effective. Errors in use of articles, prepositions or spelling of less common words. Occasional mistakes in complex structures.
4	Comprehension very good. Over- or under-translation does not distort content or result in ambiguity.	Choice of register appropriate and consistent. Vocabulary effective despite occasional mistakes. Terminology appropriate despite mistakes.	Effective production of TT type. Consistently appropriate use of many TT type rhetorical devices with occasional errors.	Good and effective. Occasional errors of advanced usage only. No mistakes.
5	Comprehension excellent. ST content, including subtle detail, fully understood.	Choice of register consistently effective and appropriate. Sophisticated, highly effective choice of vocabulary. Terminology appropriate and wholly accurate.	Effective, sophisticated production of TT type with few or no mistakes.	Sophisticated. Almost free of advanced errors. No mistakes.

Adapted from: Robinson, Bryan J. 1998. Traducción transparente: métodos cuantitativos y cualitativos en la evaluación de la traducción. *Revista De Enseñanza Universitaria*, Número extraordinario: 577-89.



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# Transparency

2	Comprehension adequate. Minor content errors. Some omissions of ST content.	Choice of register occasionally inappropriate or inconsistent. Occasional mistakes of basic vocabulary. Clear awareness of appropriate terminology although some errors.
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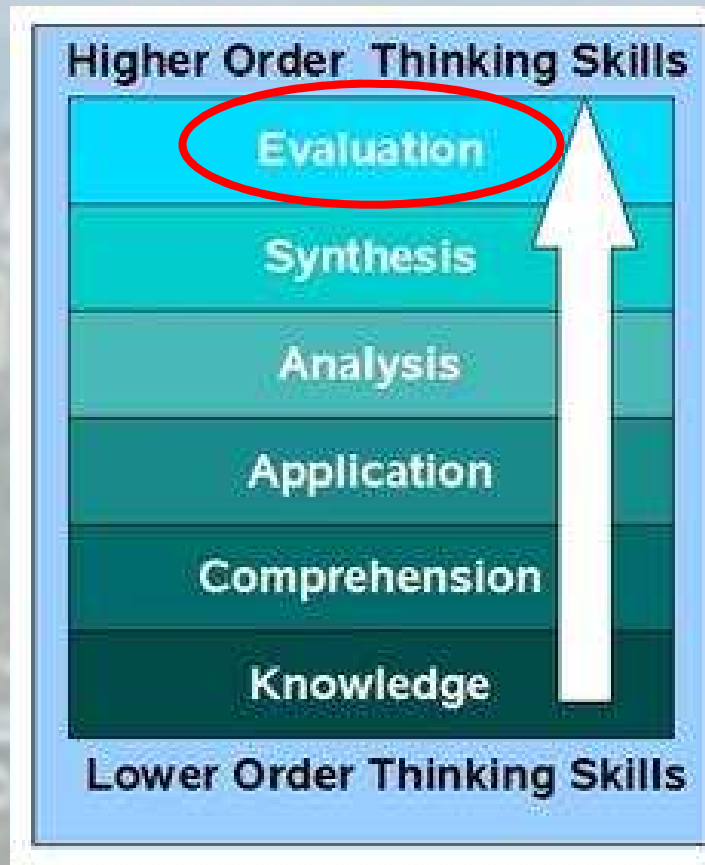
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# Bloom's original higher-order thinking skills



<http://edorigami.wikispaces.com/>



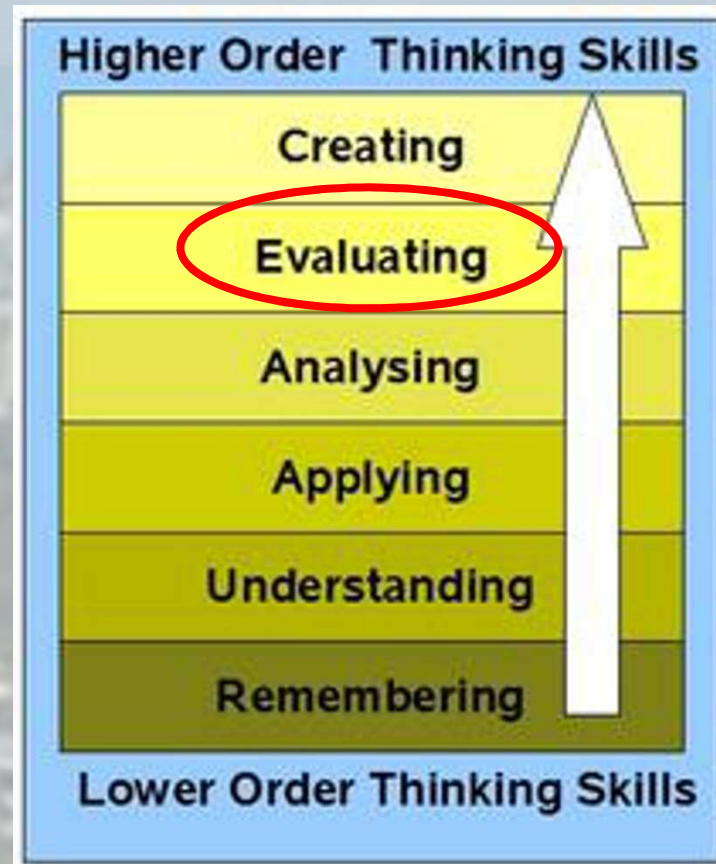
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# Higher-order thinking skills for digital natives



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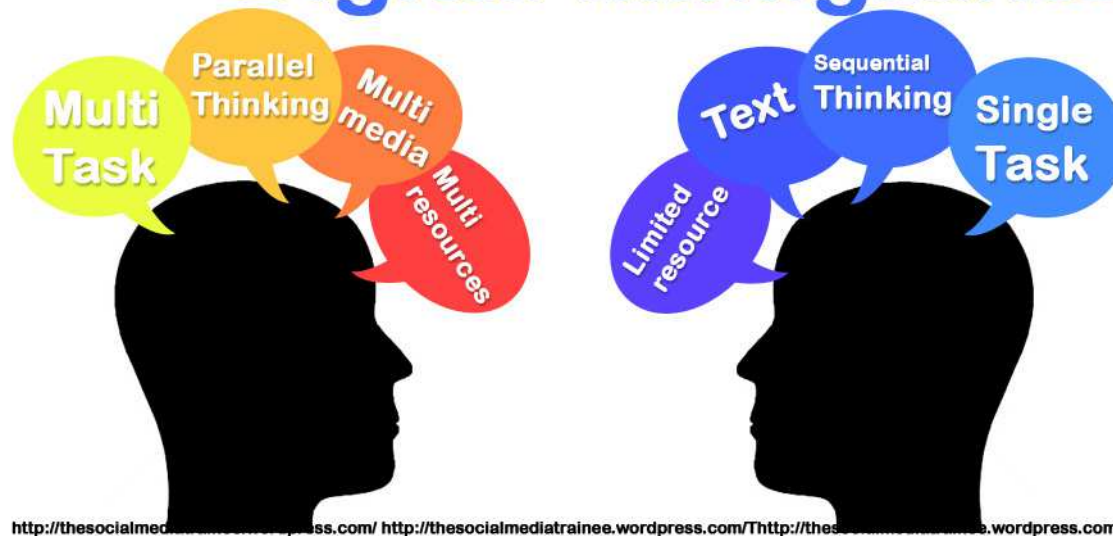
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# Prensky's Digital Native Students

## Digital Native Digital Immigrants



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# Vygotsky's Zone of Proximal Development



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# Learner-training

## Workshop (2h)

### Translation quality assessment

- Sc0 Training exercise
- Translation criterion descriptors

## Independent study (3h)

### Sc1 Riesgo cardiovascular en el siglo XXI. (Part 2)

- Sc1 Translation brief
  - Sc1 Source text
- Sc1 Training exercise - BEFORE the next class...
  - Sc1 TT team 1
  - Sc1 TT team 7
  - Sc1 TT team 11
  - Sc1 TT team 13
  - Sc1 TT team 15
  - Sc1 TT unpublished version



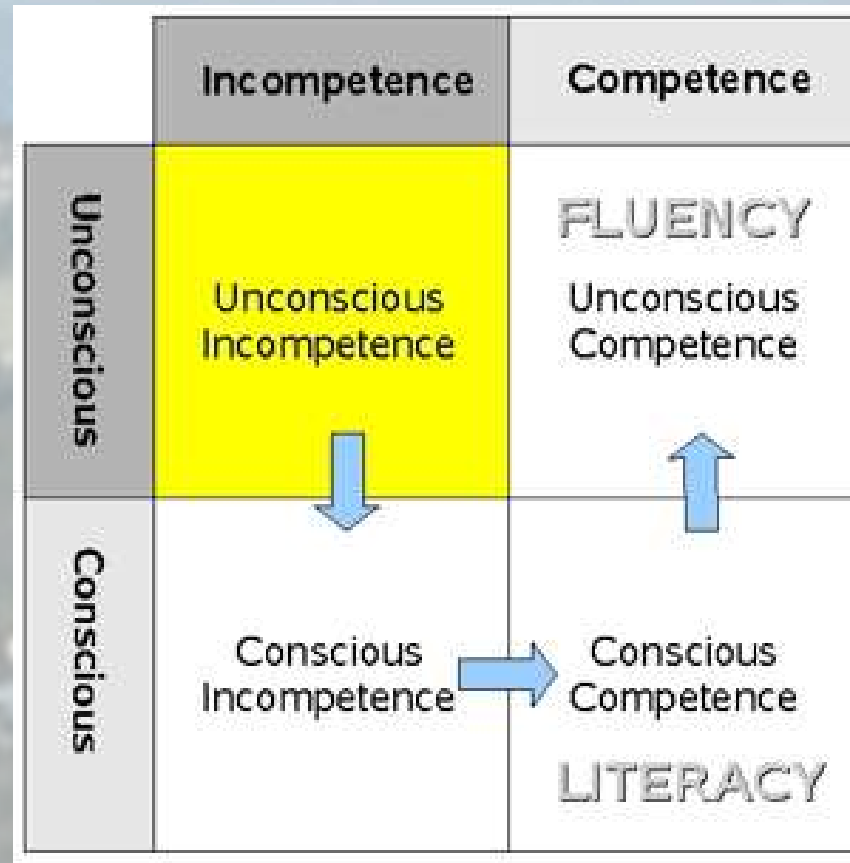
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# Learner-training



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# Rubrics as tools for learning

Hypothesis:

Progress would be visible in a gradually strengthening positive correlation coefficient between student assessment grades and teacher moderation grades



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# Results: Pearson's $r$ coefficient

Time

Text type	Individual or team	Pearson's $r$ coefficient	Target range 0.35-0.65
1 Abstract	Individual	0.355	On target
5 Introduction	Team	0.833	Above target range
6 Method	Team	0.412	On target
7 Results	Team	0.257	Below target
8 Discussion and conclusions	Team	0.698	Above target
Project	Team	0.081	Below target



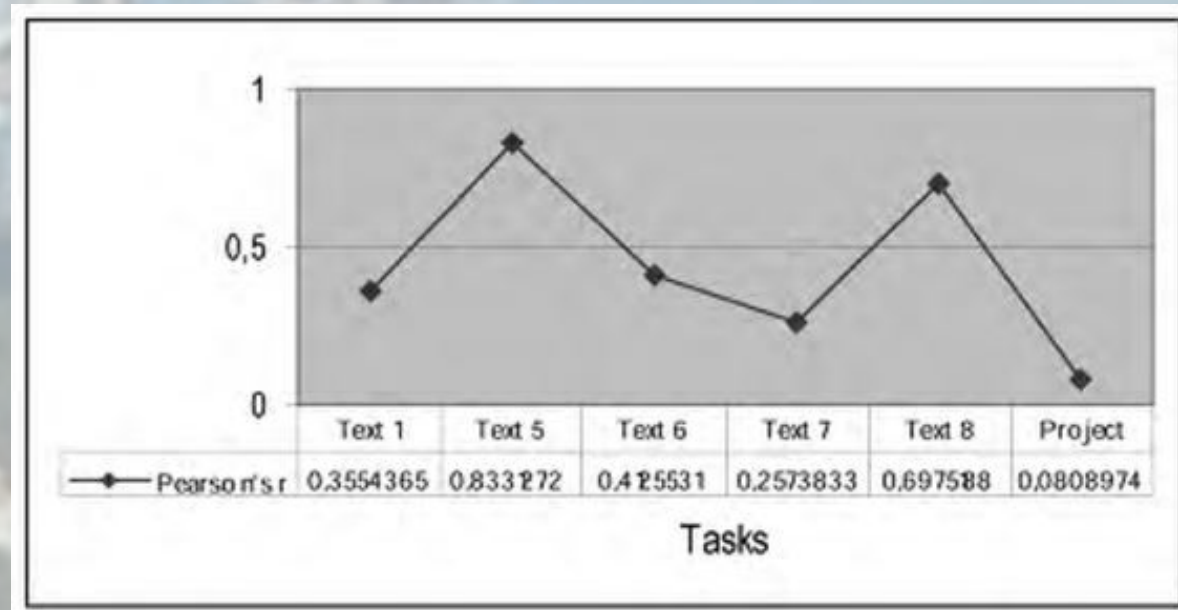
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# Results: Pearson's $r$ coefficient



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# Conclusions

- Translation tasks may have varied more than predicted in terms of inherent difficulty
- Performance levels fall due to fatigue over the semester
- Student attitude to the module may have influenced their level of implication
- Work on other modules may have interfered



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# Self- and peer-assessment of collaborative teamwork

## Student-generated rubric

Robinson, B. J. (2014). Como mejorar el aprendizaje mediante el uso de herramientas de la Web 2.0. In C.Vargas Sierra (Ed.), *TIC, trabajo colaborativo e interacción en Terminología y Traducción* (pp. 243-258). Granada: Editorial Comares.



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# Self- and peer-assessment of collaborative teamwork

	0	1	2	3	4
<b>Task</b>	Fails to complete assigned tasks by deadline	Completes most assigned tasks by deadline.	Completes all assigned tasks by deadline. Makes a positive contribution to the task.	Makes a positive contribution to the task; work is comprehensive and thorough.	Makes a substantial contribution to the task; work is comprehensive and thorough. Generous in helping peers meet their commitments.
<b>Team</b>	Reticent about the concept of team.	Shows awareness of team but remains apprehensive.	Participates in team performance.	Encourages team performance.	Facilitates team performance and accepts compromise to promote a constructive atmosphere.
<b>Attitude</b>	Indifferent to relationships with peers.	Maintains acceptable working relationships with peers.	Establishes positive working relationships with peers.	Demonstrates positive attitudes towards peers and task and encourages positive interaction.	Encourages peers to interact successfully and promotes productive relationships.
<b>Process</b>	Little response to others' views/ideas.	Passively accepts others' views/ideas.	Uses discussion and debate to achieve the team's objectives; gives and receives constructive criticism with equanimity.	Uses discussion and debate to achieve the team's objectives; gives and receives constructive criticism with equanimity; highlights outcomes that improve productivity and/or quality.	Uses discussion and debate to achieve the team's objectives; gives and receives constructive criticism with equanimity; highlights outcomes that improve productivity and/or quality; encourages peers to participate in ways that strengthen the team.
<b>Conflict</b>	Conflictive	Avoids conflict.	When confronted with conflict, focuses on common interests.	Acknowledges conflict and attempts to resolve issues that interfere with team processes.	Confronts conflict and attempts to achieve a mutually acceptable resolution that respects the team and individuals.



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# Self- and peer-assessment of collaborative teamwork

***Process*** Little response to others' views/ideas.



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# Self- and peer-assessment of collaborative teamwork

Task	0R	1R	2R	3R	4R
Task	0R	1R	2R	3R	4R
Team	0R	1R	2R	3R	4R
Attitude	0R	1R	2R	3R	4R
Process	0R	1R	2R	3R	4R
Conflict	0R	1R	2R	3R	4R

Your team colleague-1-

Task	0R	1R	2R	3R	4R
Task	0R	1R	2R	3R	4R
Team	0R	1R	2R	3R	4R
Attitude	0R	1R	2R	3R	4R
Process	0R	1R	2R	3R	4R
Conflict	0R	1R	2R	3R	4R

Your team colleague-2-

Task	0R	1R	2R	3R	4R
Task	0R	1R	2R	3R	4R
Team	0R	1R	2R	3R	4R
Attitude	0R	1R	2R	3R	4R
Process	0R	1R	2R	3R	4R
Conflict	0R	1R	2R	3R	4R



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# Self- and peer-assessment of collaborative teamwork

## Instructions

1. Self-assess your contribution to the team's performance after each 2-week task
2. Peer-assess each of your colleagues

## Guarantees

1. All data will remain strictly confidential
2. Data will **NOT** be used in any way as part of the module assessment



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# Self- and peer-assessment of collaborative teamwork

## Hypotheses:

1. Team members scores will gradually converge over the semester
2. Team members will coincide in “rewarding” or “punishing” peers according to their performance
3. Patterns of scoring will be visible over the semester



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# Results: lack of data

Equipo2																										
	m1	m2	m3	m4	m5	m6		m1	m2	m3	m4	m5	m6		m1	m2	m3	m4	m5	m6						
m1	3	3	4	2	4	3	m1	3	4	4	4	4	2	m1	4	4	3	3	3	4						
m2	99	99	99	99	99	99	m2	3	3	4	3	3	3	m2	3	3	4	3	3	4						
m3	1	4	4	4	4	1	m3	2	3	4	3	1	1	m3	3	4	4	4	3	3						
m4	3	4	4	4	4	3	m4	3	3	4	3	3	3	m4	4	4	4	4	4	4						
m5	1	4	4	3	4	99	m5	2	4	4	3	3	99	m5	2	3	3	3	3	3						
m6	99	99	99	99	99	99	m6	2	3	3	3	2	1	m6	3	3	3	3	3	3						
Equipo3																										
	m1	m2	m3	m4	m5	m6	m7	m8		m1	m2	m3	m4	m5	m6	m7	m8		m1	m2	m3	m4	m5	m6	m7	m8
m1	4	4	4	1	4	1	99	99	m1	2	4	4	2	4	99	2	99	m1	3	4	4	0	4	99	3	99
m2	4	3	4	1	4	2	99	99	m2	4	4	4	4	4	99	3	99	m2	4	4	4	2	4	99	3	99
m3	3	4	3	0	4	0	99	99	m3	4	3	3	1	4	99	3	99	m3	4	4	3	1	4	99	3	99
m4	99	99	99	99	99	99	99	99	m4	99	99	99	99	99	99	99	99	m4	99	99	99	99	99	99	99	99
m5	4	4	3	1	3	0	99	99	m5	3	3	4	4	3	99	3	99	m5	4	3	3	0	4	99	2	99
m6	99	99	99	99	99	99	99	99	m6	99	99	99	99	99	99	99	99	m6	99	99	99	99	99	99	99	99
m7	99	99	99	99	99	99	99	99	m7	3	4	2	1	3	99	2	99	m7	3	2	2	1	3	99	1	99
m8	99	99	99	99	99	99	99	99	m8	99	99	99	99	99	99	99	99	m8	99	99	99	99	99	99	99	99
Equipo4																										
	m1	m2	m3	m4	m5	m6		m1	m2	m3	m4	m5	m6		m1	m2	m3	m4	m5	m6						
m1	3	4	3	4	2	0	m1	3	4	4	4	3	1	m1	4	4	4	4	3	4						
m2	3	4	4	3	2	1	m2	4	4	4	4	3	4	m2	4	4	4	4	4	4						
m3	4	4	4	4	3	99	m3	4	4	4	4	4	4	m3	4	4	4	4	4	3						
m4	3	3	4	3	2	0	m4	3	4	4	3	3	0	m4	2	2	4	4	1	3						
m5	4	3	3	3	3	0	m5	4	4	4	4	4	3	m5	4	4	4	4	4	4						
m6	99	99	99	99	99	99	m6	99	99	99	99	99	99	m6	2	3	4	3	3	3						



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# Results: lack of data

Equipo2																				
	m1	m2	m3	m4	m5	m6		m1	m2	m3	m4	m5	m6		m1	m2	m3	m4	m5	m6
m1	3	3	4	2	4	3	m1	3	4	4	4	4	2	m1	4	4	3	3	3	4
m2	99	99	99	99	99	99	m2	3	3	4	3	3	3	m2	3	3	4	3	3	4
m3	4	4	4	4	4	4	m3	2	3	4	3	1	1	m3	3	4	4	4	3	3
m4	3	4	4	4	4	3	m4	3	3	4	3	3	3	m4	4	4	4	4	4	4
m5	1	4	4	3	4	99	m5	2	4	4	3	3	99	m5	2	3	3	3	3	3
m6	99	99	99	99	99	99	m6	2	3	3	3	2	1	m6	3	3	3	3	3	3

Equipo3																										
	m1	m2	m3	m4	m5	m6	m7	m8		m1	m2	m3	m4	m5	m6	m7	m8		m1	m2	m3	m4	m5	m6	m7	m8
m1	4	4	4	1	4	1	99	99	m1	2	4	4	2	4	99	2	99	m1	3	4	4	0	4	99	3	99
m2	4	3	4	1	4	2	99	99	m2	4	4	4	4	4	99	3	99	m2	4	4	4	2	4	99	3	99
m3	3	4	3	0	4	0	99	99	m3	4	3	3	1	4	99	3	99	m3	4	4	3	1	4	99	3	99
m4	99	99	99	99	99	99	99	99	m4	99	99	99	99	99	99	99	99	m4	99	99	99	99	99	99	99	99
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m6	99	99	99	99	99	99	99	99	m6	99	99	99	99	99	99	99	99	m6	99	99	99	99	99	99	99	99
m7	99	99	99	99	99	99	99	99	m7	3	4	2	1	3	99	2	99	m7	3	2	2	1	3	99	1	99
m8	99	99	99	99	99	99	99	99	m8	99	99	99	99	99	99	99	99	m8	99	99	99	99	99	99	99	99

Equipo4																				
	m1	m2	m3	m4	m5	m6		m1	m2	m3	m4	m5	m6		m1	m2	m3	m4	m5	m6
m1	3	4	3	4	2	0	m1	3	4	4	4	3	1	m1	4	4	4	4	3	4
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m5	4	3	3	3	3	0	m5	4	4	4	4	4	3	m5	4	4	4	4	4	4
m6	99	99	99	99	99	99	m6	99	99	99	99	99	99	m6	2	3	4	3	3	3



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# Results: Team 1, Conflict, Self-assessment

	Student	Rater1	Rater2	Rater3	Rater4	Rater5	Rater6	Activity
1	m11	1	4	2	3	1	3	E1
2	m12	2	4	1	3	1	2	E1
3	m13	1	4	2	3	1	2	E1
4	m14	2	4	2	3	1	4	E1
5	m15	2	2	1	3	1	3	E1
6	m16	2	1	1	3	1	4	E1



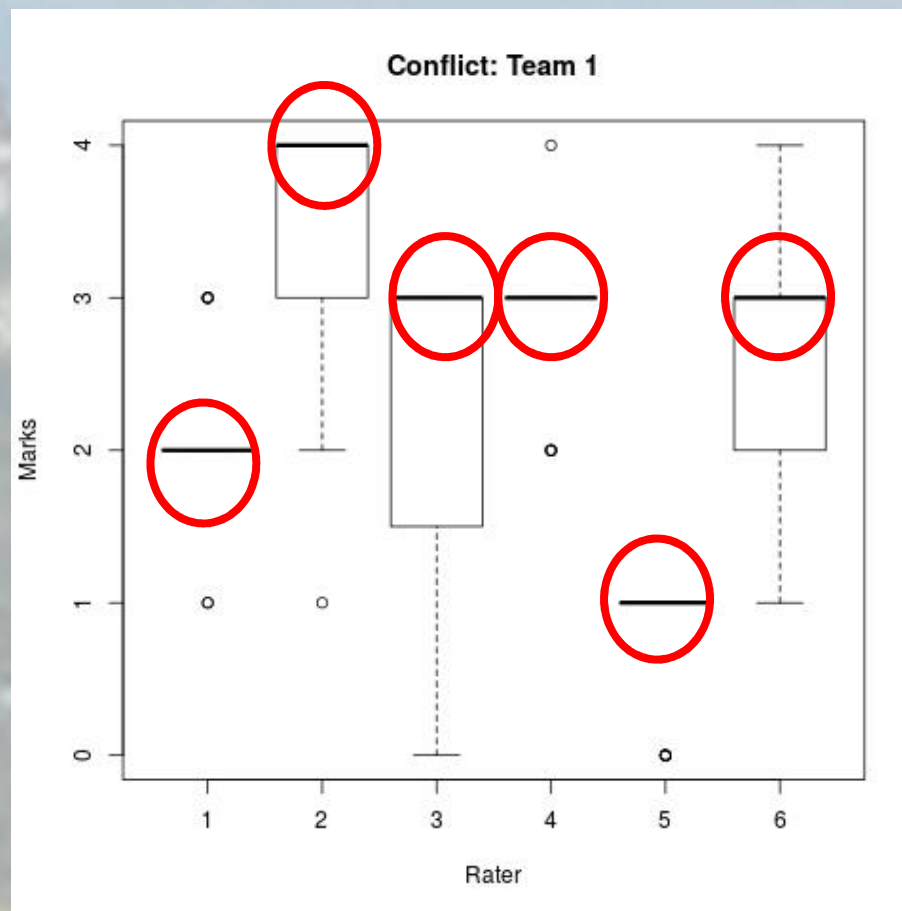
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# Results: Team 1, Conflict, Peer-assessment



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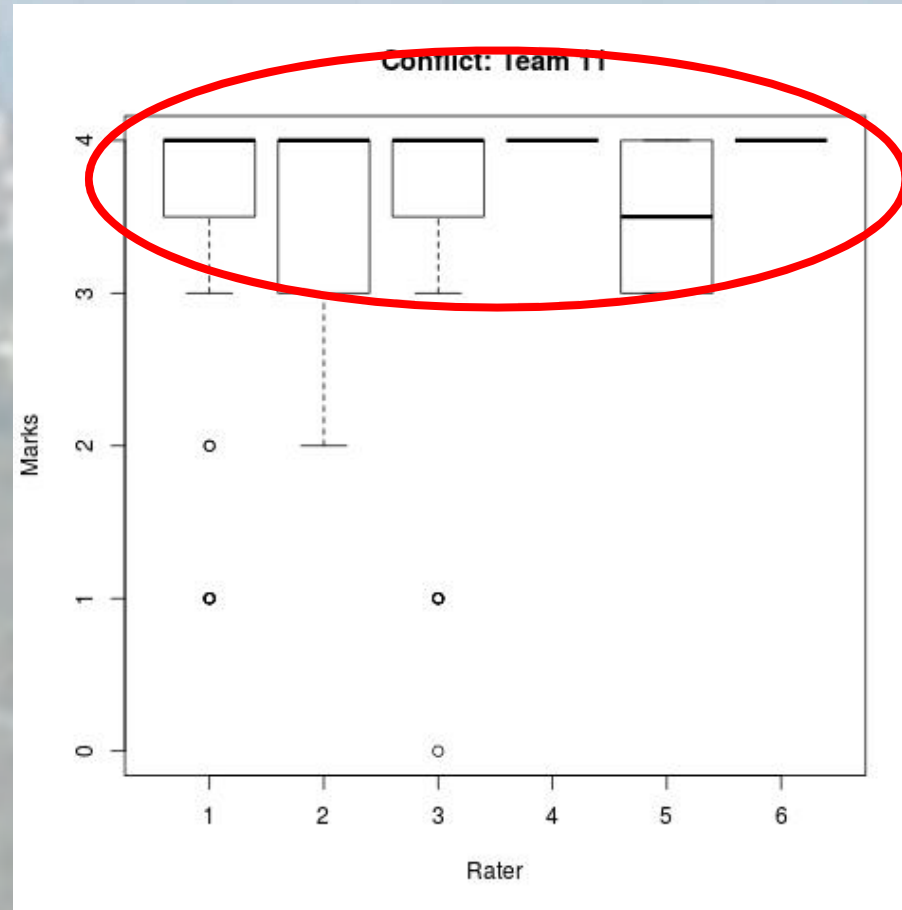
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# Results: Team 11, Conflict, Peer-assessment



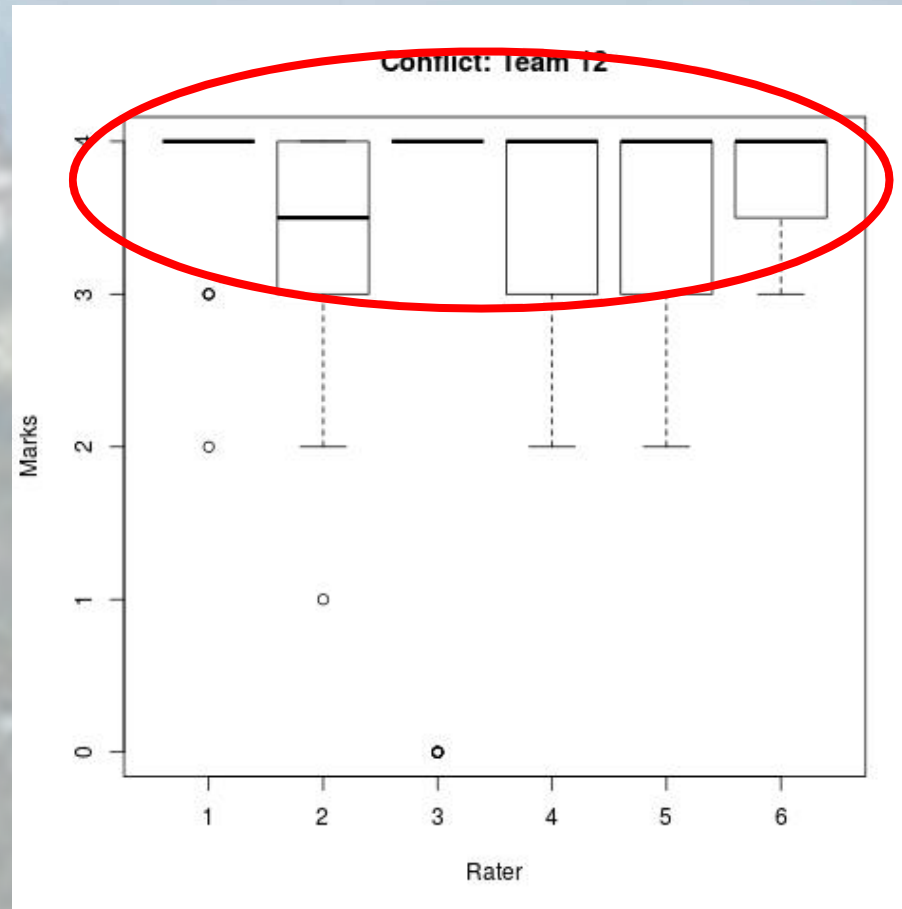
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# Results: Team 12, Conflict, Peer-assessment



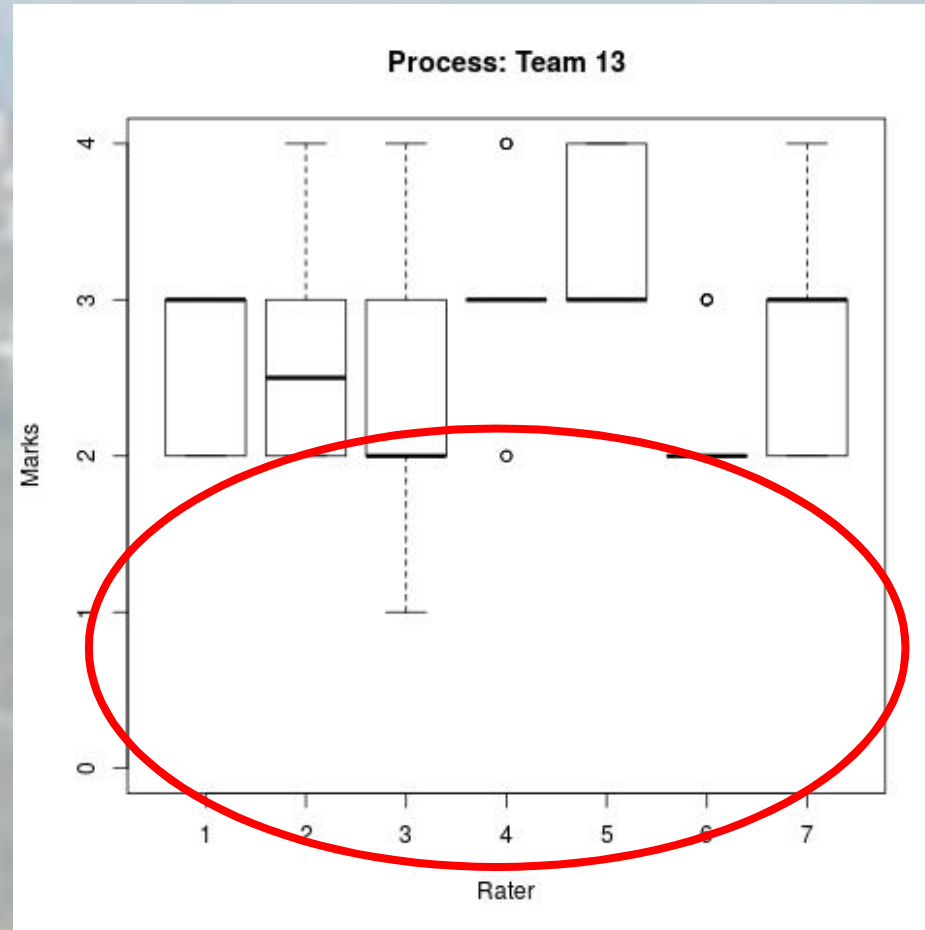
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# Results: Team 13, Process, Peer-assessment



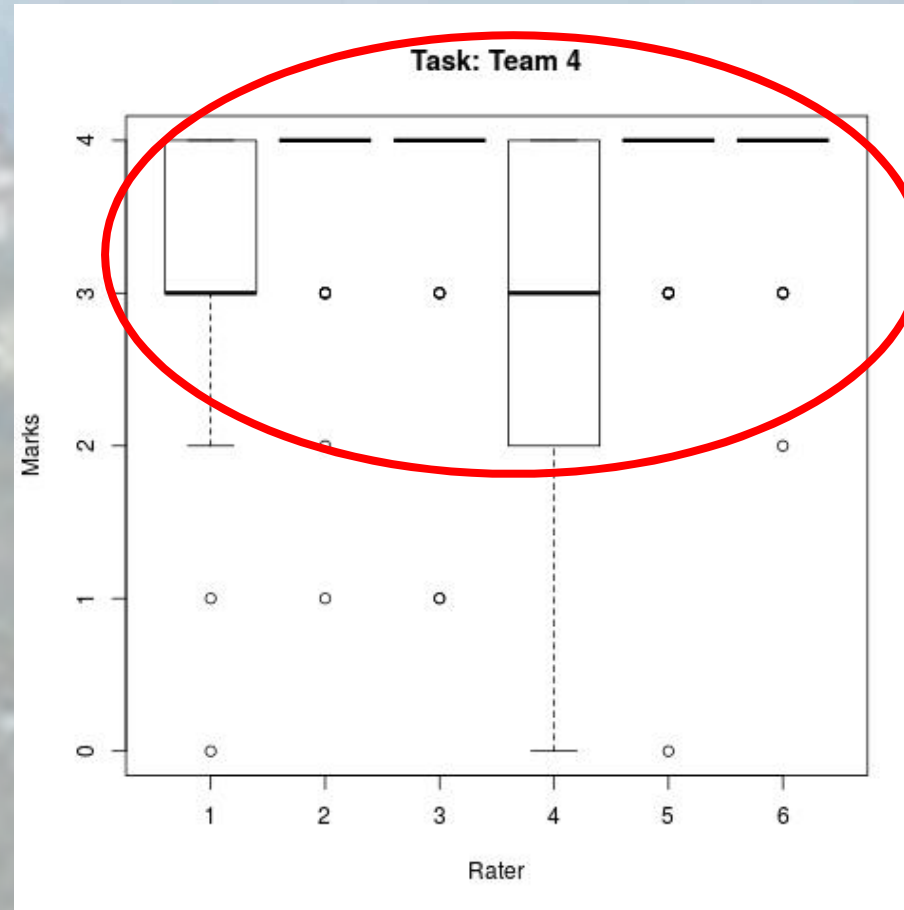
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# Results: Team 4, Task, Peer-assessment



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# Limitations

1. Pilot study with insufficient data to achieve statistical significance
2. Voluntary participation and therefore inconsistent and/or missing data
3. A single teacher interacting with a single group



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# Self- and peer-assessment of collaborative teamwork

## Conclusions

1. Evidence of experience in team work
2. Suggestion that “corporativism” exists with students focussing on numerical scores and not rubrics



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Thanks for your  
attention!



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