UNIVERSITAT DE BARCELONA

Departament de Llengües i Literatures Modernes
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THE FLIPPED CLASSROOM IN THE ENGLISH STUDIES DEGREE: RUBRIC

	Excellent	Good	Fair	Poor
Independent reading skills	The student shows an outstanding command of the texts (structure, characters, dramaturgical strategies, conceptual complexities).	The student shows a clear command of the texts (structure, characters, dramaturgical strategies, conceptual complexities), but misses some of their intricacies.	The student shows a sufficient command of the texts (structure, characters, dramaturgical strategies, conceptual complexities).	The student does not show enough command of the texts (structure, characters, dramaturgical strategies, conceptual complexities).
	The relationship between texts and their contexts is clearly identified.	The relationship between texts and their contexts is identified, although not in a detailed manner.	The relationship between texts and their contexts is identified in a very limited manner.	The relationship between texts and their contexts is not identified.
	All the theoretical/critical parameters relevant to the analysis of texts are clearly identified and applied.	Most of the theoretical/critical parameters relevant to the analysis of texts are identified and applied.	Some of the main theoretical/critical parameters relevant to the analysis of texts are identified and applied.	The main theoretical/critical parameters relevant to the analysis of texts are neither identified nor applied.
	In the case of secondary sources, the theoretical/critical perspective of the text is clearly identified.	In the case of secondary sources, the theoretical/critical perspective of the text is mostly identified.	In the case of secondary sources, the theoretical/critical perspective of the text is somehow identified.	In the case of secondary sources, the theoretical/critical perspective of the text is not identified.
Oral skills in small groups and with the class	The student shows great willingness to interact with the group and the class and actively participates in the discussions.	The student is willing to interact with the group and the class and makes an effort to participate in the discussions.	The student shows a limited interest in interacting with the group and the class and sometimes contributes to the discussions.	The student does not show any willingness to interact with the group and the class and does not participate in the discussions.
	The student shows an outstanding command of the complexity of the issues discussed in the texts (primary and secondary sources, contextual considerations, theoretical/critical parameters and perspectives).	The student shows a clear command of the complexity of the issues discussed in the texts (primary and secondary sources, contextual considerations, theoretical/critical parameters and perspectives).	The student shows a partial command of the complexity of the issues discussed in the texts (primary and secondary sources, contextual considerations, theoretical/critical parameters and perspectives).	The student shows a very limited command of the complexity of the issues discussed in the texts (primary and secondary sources, contextual considerations, theoretical/critical parameters and perspectives).
	The student's oral performance contains very few mistakes. S/he uses an academic register.	The student's oral performance contains some mistakes. S/he mostly uses an academic register.	The student's oral performance contains many mistakes. S/he does not consistently use an academic register.	The student's oral performance contains so many mistakes that it becomes almost incomprehensible. The register used is for the most part colloquial.

In-class writing skills in small groups	The student shows great willingness to interact with the group and actively participates in the writing.	The student is willing to interact with the group and makes an effort to participate in the writing.	The student shows a limited interest in interacting with the group and sometimes contributes to the writing.	The student does not show any willingness to interact with the group and does not participate in the writing.
	The writing shows an outstanding command of the complexity of the issues discussed in the texts (primary and secondary sources, contextual considerations, theoretical/critical parameters and perspectives).	The writing shows a clear command of the complexity of the issues discussed in the texts (primary and secondary sources, contextual considerations, theoretical/critical parameters and perspectives).	The writing shows a partial command of the complexity of the issues discussed in the texts (primary and secondary sources, contextual considerations, theoretical/critical parameters and perspectives).	The writing shows a very limited command of the complexity of the issues discussed in the texts (primary and secondary sources, contextual considerations, theoretical/critical parameters and perspectives).
	In terms of organisation, there is a clear, well-structured argumentative thread, and well-founded conclusions, where relevant.	In terms of organisation, there is an argumentative thread, even if not always clear nor well structured, and the final conclusions are for the most part well-founded, where relevant.	In terms of organisation, the argumentative thread is not clear or well-structured enough, and the final conclusions, where relevant, are not well-founded.	In terms of organisation, there is no clear, well-structured argumentative thread or well-founded final conclusions, where relevant.
	The student's writing contains very few mistakes. S/he uses an academic register.	The student's writing contains some mistakes. S/he mostly uses an academic register.	The student's writing contains many mistakes. S/he does not consistently use an academic register.	The student's writing contains so many mistakes that it becomes almost incomprehensible. The register used is for the most part colloquial.