



***LANGUAGE ACQUISITION IN MULTILINGUAL SETTINGS/
ADQUISICIÓN DE LENGUAS EN CONTEXTOS MULTILINGÜES***

ASSESSMENT CRITERIA: WRITTEN PAPER (THEORETICAL)

(70%)

(ADAPTED FROM D. KREIGER (2014). INSTRUCTIONAL DESIGN AND TECHNOLOGY SERVICES, SC&A, RUTGERS UNIVERSITY)

1. Paper focus: Purpose/position statement (30 points):
 - Does the student identify a relevant research topic and a thesis that provides direction for the paper that is engaging and thought provoking?
 - Does the thesis clearly and concisely state the position, premise, or hypothesis and is consistently the focal point throughout the paper?
2. Analysis (30 points)
 - Does the student demonstrate a sophisticated understanding and careful, critical analysis of the research topic and thesis (argument)?
 - Does the student compare/contrast perspectives, consider counter arguments or opposing positions, and draw original and thoughtful conclusions with future implications?
3. Evidence/ sources (20 points)
 - Does the student provide compelling evidence/sources to support his/her central argument?
 - Are the sources described in an accurate way?
 - Are the sources relevant and reliable?
4. Organization (10 points)
 - Is the paper effectively organized (including all required components: introduction, body and conclusions)?
 - Are ideas arranged logically with strong progression of thought from paragraph to paragraph?
5. References (4 points)
 - Do all citations appear at the end?
 - Format requirements: Are they consistent with the format of references provided in the MA Guidelines? When listing several authors, chronological order or alphabetical order?

6. Layout (i.e. margins, use of footnotes, font size) (2 points)
 - Does the written paper comply with the formal characteristics stipulated in the MA Guidelines?

7. Academic register (4 points)
 - Does the text comply with academic writing standards?



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1. The justification (10 points):
 - Why is the central research problem worth investigating? Is the argument for why the study is interesting clearly presented? (Does the study fill a gap in research? Does the study replicate previous research in a new context?)
 - Why is the project innovative? Is the argument for why the study is innovative clearly presented?
2. The literature review (10 points):
 - Does the review provide an accurate and objective summary of the current state of the art and the theoretical framework of the study?
 - Is the literature review relevant; that is, are studies that are peripheral to or irrelevant to the research question excluded?
3. The research problem, questions and hypothesis (10 points):
 - Are the research questions motivated by the literature review?
 - Are the research questions and/or hypothesis clearly formulated and unambiguously worded?
 - Are the hypotheses testable given the methods adopted for the research?
4. The design of the study, participants and data gathering process (10 points):
 - Is it clear that the research design was appropriate given the theoretical framework, purpose, and research questions of the study?
 - Is sufficient and detailed information provided about the subjects, the method, and about how, when, and where the data were gathered?
5. Results and discussion (10 points)
 - Is the presentation of the results clear and linked to the research questions? Does the student refer to each research question progressively? Does the student answer the research questions provided at the beginning in the light of the results?
 - Is the interpretation of results provided in the light of other studies?
6. Conclusions (10 points)
 - Are the results of the study summarised?
 - Are the limitations acknowledged?
 - Are the implications of the results for either theory or pedagogy discussed?

- Are suggestions about directions of future research provided?
7. References (4 points)
- Do all citations appear at the end?
 - Format requirements: Are they consistent with the format of references provided in the MA Guidelines? When listing several authors, chronological order or alphabetical order?
8. Layout (i.e. margins, use of footnotes, font size) (2 points)
- Does the written paper comply with the formal characteristics stipulated in the MA Guidelines?
9. Academic register (4 points)
- Does the text comply with academic writing standards?



Assessment criteria: written paper (70%): A didactic proposal

1. Introduction/justification of the didactic proposal (5 points)
2. Theoretical foundations (10 points)
 - a. Linguistic aspect/s of the didactic unit (justification of the linguistic aspect chosen).
 - b. Methodological/teaching approach (e.g. project-based, task-based, music-mediated, video-mediated, ICTs, CALL, CLIL, structural syllabus, Flipped learning, etc.) Justification of choice, reflection on research outcomes and proposals for improvement if needed.
 - c. Previous research on the acquisition and/or the effect of instruction of the linguistic aspect/objective to be taught (If applicable) in instructed second language acquisition (SLA).
3. Didactic proposal (45 points) (30 p. if the didactic proposal is implemented: section 4)
 - a. Contextualization of the didactic proposal (profile of the students, teachers, teaching context, competence level of the students, etc.).
 - b. Competences, objectives and learning outcomes, illustrative descriptors, etc. that the didactic proposal will contribute to achieve (SMART: specific, measurable, achievable, real, timed) (see *modelo para las guías docentes de la UPV/EHU / Heziberri (2020)* - the Official Basque curriculum / CEFR (2020)
 - c. Contents
 - i. Linguistic contents to be addressed.
 - ii. Timetable of the didactic proposal.
 - d. Methodology for the implementation of the specific objectives that ensures curriculum alignment among all the curriculum components.
 - e. Detailed lesson plan (specific objectives of each activity or teaching action, procedure, description of the activities, estimated timing, interaction type)
 - f. Assessment of the results based on the proposed objectives and expected learning outcomes aligned with methodology.
 - i. Assessment criteria and percentages.
 - ii. Assessment instruments (rubrics, tests, etc.).
4. (If implemented-OPTIONAL) evaluation of the didactic proposal (15 points): Feedback from students, from teachers and/or final considerations regarding the teaching experience.

5. References (4 points)
 - a. Do all citations appear at the end?
 - b. Formal requirements: Are they consistent with the format of references provided in the MA guidelines?

6. Layout (2 points): Does the written paper comply with the formal characteristics stipulated in the MA Guidelines?

7. Academic register (4 points): Does the text comply with academic writing standards?