

ESTRUCTURA Y DESARROLLO DE LA PRUEBA

La prueba consta de dos partes:

PARTE ESCRITA: cada persona candidata deberá contestar un correo electrónico o redactar una nota/aviso/pequeña carta, etc.

No estará permitido ningún material de apoyo.

La duración será de **una hora**.

PARTE ORAL: cada persona candidata deberá hacer una presentación de **entre 5-7 minutos** de un tema relativo a alguna de las materias que imparte. La presentación recogerá siempre conceptos y/o contenidos específicos de la materia pero en ningún caso dicha presentación versará sobre contenidos informativos generales que se suelen tratar en las primeras sesiones de clase.

Para esta presentación se puede hacer uso de una pizarra, ppt o cualquier otro apoyo utilizado en las clases, siempre y cuando sea un mero apoyo y no una lectura de material previamente preparado.

Una vez finalizada la presentación, el tribunal formulará el número de preguntas que considere necesario para poder realizar la evaluación de la prueba de acuerdo con la rúbrica que se adjunta. Las preguntas podrán hacer referencia al contenido de la presentación, a un asunto académico o a cualquier otro tema relacionado con el contexto universitario que un estudiante pudiera hacer (dar direcciones, explicar asuntos relacionados con exámenes, plataformas virtuales, etc).

La prueba oral tendrá una duración máxima de 30 minutos por persona.

SISTEMA DE EVALUACIÓN

Se utilizará para la evaluación de las pruebas la rúbrica que se adjunta a continuación.

Para superar la prueba el o la candidata habrá de obtener al menos dos 4 y ninguna calificación por debajo de 3 (véase rúbrica adjunta).

INFORME DE RESULTADOS Y REVISIÓN DE LA PRUEBA

Los resultados de las pruebas serán comunicados a las y los candidatos en un plazo máximo de 10 días hábiles a partir del último día de la convocatoria. Estos resultados de APTO/NO APTO serán comunicados a través de la Universidad de Granada

Asimismo, cada persona candidata recibirá un mensaje por correo electrónico procedente del comité evaluador en el que se desglosará la puntuación que haya recibido para cada categoría de evaluación. El mensaje incluirá, también, los comentarios del comité sobre los puntos destacables de la competencia comunicativa del candidato/a así como todos aquellos puntos susceptibles de mejora.

Una vez recibidos los resultados, el o la candidata podrá plantear y/o aclarar dudas sobre los mismos con el comité evaluador, para lo que dispondrán de un plazo de 3 días hábiles desde la recepción del informe. Dichas cuestiones serán respondidas por el comité evaluador por escrito, y excepcionalmente se podrá realizar una sesión por videoconferencia con uno de los miembros del tribunal.

Score	General Description	Delivery	Language Use	Topic Development	Interaction	Written expression
4	The response fulfils the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained, coherent discourse. A response at this level is characterized by all of the following:	Generally well-paced flow (fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns, which do not affect overall intelligibility.	The response demonstrates effective use of grammar and vocabulary. It exhibits a fairly high degree of automaticity with good control of basic and complex structures (as appropriate). Some minor (or systematic) errors are noticeable but do not obscure meaning.	Response is sustained and sufficient to the task. It is generally well developed and coherent; relationships between ideas are clear (or clear progression of ideas).	Ability to respond clearly to general questions and topic-related questions and give detailed, spontaneous answers. Ability to formulate complex questions specifically related to the topic.	The response clearly and effectively completes the task. It is well organized and well developed, demonstrating complexity in sentence structure and proper word choice. Some minor grammatical errors may be noticeable, but these are not systematic and do not obscure meaning.
3	The response addresses the task appropriately, but may fall short of being fully developed. It is generally intelligible and coherent, with some fluidity of expression though it exhibits some noticeable lapses in the expression of ideas. A response at this level is characterized by at least two of the following	Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation, or pacing are noticeable and may require listener effort at times (though overall intelligibility is not significantly affected).	The response demonstrates fairly automatic and effective use of grammar and vocabulary, and fairly coherent expression of relevant ideas. Response may exhibit some imprecise or inaccurate use of vocabulary or grammatical structures or be somewhat limited in the range of structures used. This may affect overall fluency, but it does not seriously interfere with the communication of the message.	Response is mostly coherent and sustained and conveys relevant ideas/information. Overall development is somewhat limited, usually lacks elaboration or specificity. Relationships between ideas may at times not be immediately clear.	Ability to respond clearly to topic-related questions as well as general information. Response may at times lack elaboration and specificity. Minor misunderstanding of specific points are present but are usually resolved successfully.	Response generally completes the task with relevant points and examples, although it may show some lack of specificity on some points. It shows generally adequate use of grammar and vocabulary as well as some variety in sentence structure and vocabulary range. Some systematic grammatical errors are present, however, but these do not obscure meaning.
2	The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and/or overall coherence occur; meaning may be obscured in places. A response at this level is characterized by at least two of the following:	Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.	The response demonstrates limited range and control of grammar and vocabulary. These limitations often prevent full expression of ideas. For the most part, only basic sentence structures are used successfully and spoken with fluidity. Structures and vocabulary may express mainly simple (short) and/or general propositions, with simple or unclear connections made among them (serial listing, conjunction, juxtaposition).	The response is connected to the task, though the number of ideas presented or the development of ideas is limited. Mostly basic ideas are expressed with limited elaboration (details and support). At times relevant substance may be vaguely expressed or repetitious. Connections between ideas may be unclear.	Ability to formulate simple questions and answers, albeit with hesitation. An inaccurate response to questions, which demonstrates lack of understanding of the general meaning of the question.	Response may reveal one or more of the following errors:

1	The response is very limited in content and/or coherence or is only minimally connected to the task, or speech is largely unintelligible. A response at this level is characterized by at least two of the following:	Consistent pronunciation, stress, and intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic; frequent pauses and hesitations.	Range and control of grammar and vocabulary severely limit (or prevent) expression of ideas and connections among ideas. Some low-level responses may rely heavily on practiced or formulaic expressions.	Limited relevant content is expressed. The response generally lacks substance beyond expression of very basic ideas. Speaker may be unable to sustain speech to complete the task and may rely heavily on repetition of the prompt.	Speaker is unable to formulate coherent, intelligible topic-related questions. Lack of ability to respond either to general or specific, topic-related questions.	Response is seriously flawed by one or more of the following weaknesses:
0	Speaker makes no attempt to respond OR response is unrelated to the topic.					

* **NOTA IMPORTANTE:** Para superar la prueba, las personas candidatas deben obtener, por lo menos, una nota igual o superior a tres en cada una de las destrezas, de las cuales dos deberán ser calificadas con un 4 obligatoriamente.

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