



แผนการจัดและประเมินผลการเรียนรู้รายย่อ

สาขาวิชา	ภาษาต่างประเทศ		
รายวิชา	อ40101 (ภาษาอังกฤษพื้นฐาน 1)	2.0 หน่วยกิต	4 คาบ/สัปดาห์
ชั้นมัธยมศึกษาปีที่ 4	ภาคเรียนที่ 1	ปีการศึกษา 2552	
อาจารย์ผู้สอน			
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1. คำอธิบายรายวิชา

1.1 ศึกษาโครงสร้างทางไวยากรณ์ต่างๆ อย่างละเอียด วิเคราะห์ แยกแยะส่วนประกอบต่างๆ ของวลีข้อความ และประโยค ศึกษาความสัมพันธ์ของส่วนประกอบต่างๆ ที่มีต่อกัน ซึ่งส่งผลต่อความหมายของวลีข้อความ และประโยคนั้นๆ เพื่อพัฒนาสู่ขั้นที่สูงขึ้นไป

1.2 ศึกษาคำศัพท์ที่พบในงานเขียนด้านต่างๆ และศึกษารากศัพท์ซึ่งเป็นพื้นฐานสำคัญของความหมาย การเดาศัพท์ วิเคราะห์และแยกแยะลักษณะหน้าที่ของคำศัพท์ในบริบทนั้นๆ

1.3 ศึกษาและฝึกฝนทักษะการอ่านเบื้องต้น (Skim and Scan) ศึกษาวิธีอ่านเพื่อจับใจความ (Comprehension) และสรุปใจความสำคัญ (Summary) ศึกษากลยุทธ์ในการทำความเข้าใจโดยใช้บริบทเป็นตัวช่วย (Context Clues) ศึกษาองค์ประกอบต่างๆ (Content, Organization, Style and Punctuation) ของการเขียนย่อหน้า (Paragraph) ตลอดจนทักษะในการถอดความหรือปรับเปลี่ยนข้อความ (Paraphrasing)

1.4 ฝึกฝนทักษะการฟังขั้นต้นในรูปแบบที่พบในข้อสอบ TOEFL iBT อันได้แก่ การฟังบทสนทนา ขนาดสั้นเกี่ยวกับเรื่องราวทั่วไปในชีวิตประจำวัน ศึกษาลักษณะการใช้ภาษาแบบไม่เป็นทางการในภาษาพูด ซึ่งมีส่วนประกอบของน้ำเสียงและลักษณะการใช้ภาษาที่แตกต่างไปจากภาษาเขียนหรือภาษาวิชาการ

1.5 ฝึกบทสนทนาหรือบทพูดขนาดกลาง ทั้งที่เกี่ยวกับเรื่องราวทั่วไปในชีวิตประจำวัน การใช้ชีวิตในโรงเรียน สถาบันการศึกษาและเรื่องราววิชาการ เช่น การแลกเปลี่ยนข้อมูล และบทความทางสารคดีต่างๆ เป็นต้น

1.6 ฝึกฝนการพูดแสดงความคิดเห็นเบื้องต้น เกี่ยวกับเรื่องราวต่างๆ ที่นำมาจากบทอ่านในห้องเรียน ศึกษาแนวทางและเนื้อหาข้อสอบ TOEFL iBT โดยใช้ข้อสอบดังกล่าวเป็นแบบทดสอบความเข้าใจ และความสามารถของผู้เรียนในระยะต่างๆ ของการเรียน

1.7 ศึกษาวัฒนธรรมของเจ้าของภาษาที่แฝงเข้ามากับภาษาที่ใช้ ทั้งในการเขียนและภาษาพูด เพื่อความเข้าใจในบริบทของภาษาที่แท้จริง

2. ผลการเรียนรู้ที่คาดหวัง

2.1 นักเรียนมีความรู้ความเข้าใจในโครงสร้างไวยากรณ์อังกฤษขั้นพื้นฐาน และเรียนรู้คำศัพท์ที่หลากหลายที่ใช้ในงานเขียนด้านต่างๆ

2.2 สามารถอ่านบทความต่างๆ ไป และสรุปความ เพื่อนำไปปรับใช้ในชีวิตประจำวัน และการศึกษาต่อได้

2.3 สามารถใช้ทักษะการพูดขั้นต้นในการแสดงความคิดเห็นเกี่ยวกับเรื่องต่างๆ เช่น การอภิปรายในห้องเรียน การโต้ตอบ หรือการใช้ชีวิตในโรงเรียนซึ่งแตกต่างจากการสนทนาเกี่ยวกับกิจกรรมต่างๆ ไปในชีวิตประจำวัน ซึ่งเป็นการเตรียมตัวนักเรียนให้คุ้นเคยกับการแสดงความคิดเห็นในห้องเรียน และการใช้ชีวิตในระดับมหาวิทยาลัย

2.4 นักเรียนเกิดความคุ้นเคยกับรูปแบบ และเนื้อหาของการทดสอบ TOEFL iBT ทั้งทักษะการอ่านและการเขียน เพื่อประโยชน์ในการศึกษาต่อระดับอุดมศึกษาทั้งในและต่างประเทศ

2.5 รู้จักใช้ทักษะขั้นพื้นฐานในการสืบค้น ค้นคว้าข้อมูล โดยใช้เทคโนโลยีที่เหมาะสม

2.6 รับรู้ถึงวัฒนธรรมของชนชาติที่ใช้ภาษาอังกฤษเป็นภาษาแม่ อันจะเป็นการสร้างทัศนคติที่ดีต่อการเรียนภาษา และเป็นการเปิดโลกทัศน์ให้กว้างขึ้น

2.7 เข้าใจความเหมือนและความต่างของภาษาและวัฒนธรรมของผู้ใช้ภาษาอังกฤษและภาษาไทย (Cross-cultural)

3. กำหนดการสอนและกิจกรรมที่สำคัญในแต่ละสัปดาห์

(Teaching Schedule: First Semester: Academic year 2009)

Week/Periods	Skills	Core-contents	Purposes/In-week Expected Learning Outcome
W1/P1-4 12-16 May	4 skills	1. Introducing the course (Grammatical Structures) 1.1 Sentence Forms (Affirmative and Negative Sentence, Question and Question Tag)	-Sts are supposed to know ways to grade them, and teachers remember them about rules and regulations while studying; -Teachers also know their weak and strong points. -Teachers provide them the overall details and the needed information they should recognize while studying.
		2. Introducing the course (Reading and Writing)	
		3. Pre-test (Optional) 4. Introducing the course (Speaking and Listening)	
W2/P5-8 19-23 May	4 skills	1. Part of Speech 1 (Noun and Verb)	- Sts know and are able to appropriately use parts of speech correctly.
		2. Sentence writing (Formal and Informal styles of writing)	-Sts are able to point out what formal and informal styles of writing are, and they can also recognize to use the formal language when necessary.
		3. Speaking and Listening activities 1	(Native speaker)
W3/P9-12 26-30 May.	4 skills	1. Part of Speech 2 (Adjective and Adverb)	- Sts know and are able to appropriately use parts of speech correctly.
		2. What is paragraph? (Paragraph Models) -Getting started building topic sentences	-Sts are able to know those important elements of paragraph organization: Topic sentence, Supporting sentence and Concluding sentence (TSC). -Sts know the importance of setting up the good topic sentence.
		3. Speaking and Listening activities 2	(Native speaker)
W4/P13-16 2-6 Jun.	4 skills	1. Part of Speech 3 (Preposition, Conjunction, Interjection)	- Sts know and are able to appropriately use parts of speech correctly.
		2. Increasing reading speed and Understanding what you read 1 (Finding the Topic sentence)	-Sts recognize the formal organization of paragraph writing and know how to find topic sentence.
		3. Speaking and Listening	(Native speaker)

		Activities 3	
W5/P17-20 9-13 Jun.	4 skills	1. Tense 1 (Present Tense)	-Sts know and are able to use Present Tense correctly.
		2. Increasing reading speed and Understanding what you read 2 (Finding the Main idea or General Theme 2) 2 What is the difference among Paraphrasing, Summarizing and quotation?	-Sts gain more experiences about where to find main idea and general theme -Sts know how to use 'Skimming and Scanning technique' to find the specific information from those passages assigned. -Sts know have an idea to paraphrase the given sentences (for the first started)
		3. Speaking and Listening activities 4	(Native speaker)
W6/P21-24 16-20 Jun.	4 skills	1. Tense 2 (Past Tense)	-Sts know and are able to use Past Tense correctly.
		2. Increasing reading speed and Understanding what you read 3 (Finding the Main idea or General Theme 3) 3. More understanding about Paraphrase and Short Paragraph	-Sts receive more skills about using Skimming and Scanning technique to find those specific details, responding to questions asked.
		3. Speaking and Listening Activities 5	(Native speaker)
W7/P25-28 23-27 Jun.	4 skills	1. Tense 3 (Future Tense)	-Sts know and are able to use Future Tense correctly.
		2. Increasing reading speed and Understanding what you read 4 (Finding Implication and Drawing Inferences from the text 1) 3. Integrated Test: (Q1) (Reading, writing and grammatical issues)	-Based on the reading TOEFL iBT passage, Sts are familiar with those forms of TOEFL standard, and able to know those implications and Inferences used in the text. -Teachers will evaluate the students with the contents learned from the past 6 weeks. (10 points)
		3. Speaking and Listening Activities 6	(Native speaker)
W8/P29-32 30 Jun.-4 Jul.	4 skills	1. Agreement of Subject and Verb 1 Focus: -Singular, Plural and Compound subjects -Intervening Phrases and Clauses, Indefinite Pronouns -Collective Nouns and Expressions of Amount	-Sts recognize the importance of structure elements (subject and verb agreement); -Also able to differentiate parts of structures used; -Remember to recognize when to employ any verb in favor of subject. -Know collective and expressions of amount.

		<p>2. Increasing reading speed and Understanding what you read 5 (Finding Implication and Drawing Inferences from the text 2)</p> <p>3. Paraphrase practicing</p>	<p>-Based on the reading TOEFL passage, Sts are familiar with those forms of TOEFL standard, and able to know those implications and Inferences used in the text.</p> <p>-T. provides the students the short passages and the students try to paraphrase them.</p>
		<p>3. Speaking and Listening Activities 7</p>	<p>(Native speaker)</p>
W9/P33-36 7-11 Jul.	4 skills	<p>1. Agreement of Subject and Verb 2</p> <p>Focus: -Subject following verbs, Don't and Doesn't; -Singular, Plural, and Compound Antecedents; -Indefinite Pronouns, Relative Pronouns</p> <p>2. Paraphrase practicing</p>	<p>-Sts recognize the importance of structure elements (subject and verb agreement); -Also able to differentiate parts of structures used; -Remember to recognize when to employ any verb in favor of subject. -Know collective and expressions of amount. -Bear in mind about using indefinite and relative pronouns -T. edits and gives some comments for their paraphrasing.</p>
		<p>2. Increasing reading speed and Understanding what you read 6 (Determining the Mood of the Writer 1)</p> <p>3. Short Paragraph Practicing</p>	<p>-Based on the TOEFL reading passage, Sts are familiar with those forms of TOEFL standard, and able to know those implications and Inferences used in the text. -More skills about using 'Skimming and Scanning technique' and also how to determine the writer's mood. -T. gives the students topic and lets them write a short paragraph.</p>
		<p>3. Speaking and Listening Activities 8</p>	<p>(Native speaker) The responsible is supposed to submit the finished score to the co-teacher (10 points).</p>
W10/P37-40 14-18 Jul.		Midterm Exam	
W11/P41-44 21-25 Jul. (Optional week) If there is no school, it may be moved to the next week.)	4 skills	<p>1. Review Part of Speech, Tense, Subject and Verb Agreement</p> <p>1.1 Direct and Indirect Speech 1</p>	<p>- Sts have a clear understanding about how to use Part of Speech, Tense, Subject and Verb Agreement. - Sts know and are able to use Direct and Indirect Speech correctly.</p>
		<p>2. Increasing reading speed and Understanding what you read 7 (Determining the Mood of the Writer 2)</p> <p>3. Paragraph practicing</p>	<p>-Based on the TOEFL reading passages, Students are familiar with those formations of TOEFL standard, and are able to know those Implications and Inferences used in the text. -They are required to know more skills about using 'Skimming and Scanning technique' and also know how to determine</p>

			the writer's mood. -T. gives them some comments about their writing jobs.
		3. Speaking and Listening Activities 9	(Native speaker)
W12/P45-48 28-1 Aug.	4 skills	1. Direct and Indirect Speech 2	- Sts know and are able to use Direct and Indirect Speech correctly.
		2. Determining the Meaning of Strange Words in the Text 1 3. Short Paragraph Practicing	-Sts know how to guess the meaning from the context. -Based in the topic given, the students practice building their paragraphs.
		3. Speaking and Listening Activities 10	(Native speaker)
W13/P48-51 4-8 Aug.	4 skills	1. Active and Passive Voice 1	- Sts know and are able to use Active and Passive Voice correctly
		2. Determining the Meaning of Strange Words in the Text 2 3. Paraphrase practicing	-Sts know how to guess the meaning from the context. -T. gives them another set of paraphrasing.
		3. Speaking and Listening Activities 11	(Native speaker)
W14/P52-54 11-15 Aug.	4 skills	1. Active and Passive Voice 2 2. Short Paragraph Practicing	- Sts know and are able to use Active and Passive Voice correctly and appropriately. --T. gives them some comments about their writing jobs.
		2. Determining the Specific techniques used by the Author	-Based on the Skimming and Scanning technique, Sts are able to determine those specific techniques used by Authors.
		3. Speaking and Listening Activities 12	(Native speaker)
W15/P55-58 18-22 Aug.	4 skills	1. Relative Clauses 1 (Understanding and Practicing) Focus: -Identifying clauses -Independent and Subordinate clauses -The Noun Clause and Adverb Clause -Relative pronouns /Types of relative clauses -Independent and Subordinate clauses -The Noun Clause and Adverb Clause	-Sts know how to use 'who, which, where and that'; -Sts are able to identify clauses and can write simple relative clauses -Also know the status of each clause found: Independent, Subordinate, Noun and Adverb Clause. -Sts know more about relative Pronouns in Non-Defining Relative Clauses; -Sts are able to use Relative Pronouns Used As The Subject of Non-Defining Relative Clauses; -And also know about Relative Pronouns Used As A Possessive In Non-Defining Relative Clauses

		<p>2. Finding the Specific Detail Mentioned in the Passage</p> <p>3. Paraphrase practicing</p>	<p>Based on the TOEFL passage, Sts know how to use 'Skimming and Scanning technique' to find those specific details mentioned in the passage.</p> <p>-T. gives them some comments about their writing jobs.</p>
		3. Speaking and Listening Activities 13	(Native speaker)
W16/P59-62 25-29 Aug.	4 skills	<p>1. Relative Clauses 2 (Understanding and Practicing)</p> <p>Focus:</p> <ul style="list-style-type: none"> - Reduction of relative clauses -Identifying clauses -Independent and Subordinate clauses -The Noun Clause and Adverb Clause <p>1.1 Error Identification 1</p> <p>Focus: Exploring some paper examinations for the TOEFL or CU-TEP (Error Identification section)</p>	<p>-Sts know that Where, referring to a place, why, referring to a reason, and when, referring to a time, can be used instead of a relative pronoun after a noun.</p> <p>-Know how to enlarge and reduce those kinds of relative clauses and can name those clauses.</p> <p>-Sts know how to cope with this section of examining, based on the TOEFL or CU-TEP level;</p> <p>-Sts are able to use their learned grammatical structures to solve those provided problems and also can explain what and why for those specific question mentioned in each grammatical point.</p>
		2. Reading Practice 1 (Continuing Skills)	<p>-Sts have an opportunity to explore many kinds of reading texts provided.</p> <p>-Based on the reading passages, the teachers review them the grammatical structures found.</p>
		3. Speaking and Listening Activities 14	(Native speaker)
W17/P63-66 1-5 Sep.	4 skills	<p>1. Conditional Sentence (If-clause) type 1 and 2</p> <p>Focus: (Possibility in the future, Present unreal and Past Unreal)</p> <ul style="list-style-type: none"> -Three kinds of Conditional sentences <p>2. Short Paragraph Practicing</p>	<p>- Sts understand and are able to identify three kinds of conditional sentence. - Sts recognize and are able to show possibility in the future, present unreal and past unreal through writing or speaking</p> <p>-Sts writes a short paragraph based on the question provided.</p>
		<p>2. Reading Practice 2 (Continuing Skills)</p> <p>-Integrated Test: Q2 (Reading, writing and grammatical issues)</p>	<p>-Sts understand more about how to cope with many different questions from the reading passages.</p> <p>-Based on the reading passages, the teachers review them the grammatical structures found.</p> <p>-Teachers will assess the students based on the skills learned from week 11-16. (10 points)</p>

		3. Speaking and Listening Activities 15	(Native speaker)
W18/P67-70 8-12 Sep.	4 skills	1. Conditional Sentence (If-clause) type 2 and 3 (Comparing) (Possibility in the future, Present unreal and Past Unreal) -Three kinds of Conditional sentences 2. Paraphrase practicing	-Sts know the definition of each CS, and are able to write their structures, and employ those CSs in an appropriate means. -Sts can explain the differences of those CSs and compare and use with the right way. -T. gives them some comments about their writing jobs.
		2. Reading Practice 3 (Continuing Skills)	-Sts understand more about how to cope with many different questions from the reading passages. -Based on the reading passages, the teachers review them the grammatical structures found.
		3. Speaking and Listening Activities 16	(Native speaker)
W19/P71-74 15-19 Sep.	4 skills	1. Review Direct and Indirect Speech, Active and Passive Voice, Relative Clause, and Conditional Sentence	- Sts recognize and have clear understanding how to construct or use Direct and Indirect Speech, Active and Passive Voice, Relative Clause, and Conditional Sentence correctly and appropriately.
		2. Reading Practice 4 (Continuing Skills)	-Sts understand more about how to cope with many different questions from the reading passages. -Based on the reading passages, the teachers review them the grammatical structures found.
		3. Speaking and Listening Activities 17	(Native speaker)
W20/75-78 22-26 Sep.	4 skills	1. Preparing for the final exam	-Sts will have an opportunity to focus those learned lessons on what they should review and ask some certain question and teachers review them the patterns of those paper examinations.
		2. Preparing for the final exam	
		3. Speaking and Listening Activities 18	(Native speaker) The responsible is supposed to submit the finished score to the co-teacher (10 points).
W21/P79-82 28-2 Oct.		Final Exam	

4. Assessment and Assignment

Evaluation:

The final grade, which students obtain for the course, will be based on the following components which add up to 100%:

1. Midterm (Integrated Test: Reading-Writing-Grammar)	= 20 %
2. Final Examination (Integrated Test: Reading-Writing-Grammar)	= 30 %
3. Class attendance + Participation through the class	= 10 % (5%:5%) ¹
4. Integrated Task 1: (Speaking and Listening) ² (Before mid-term)	= 10 %
5. Integrated Task 2: (Speaking and Listening) ² (Before final exam)	= 10 %
6. Integrated Task 3-Q1: (Reading + Writing + Grammar) ³ (7 th week)	= 10 %
7. Integrated Task 4-Q2: (Writing + Grammar + Reading) ³ (17 th week)	= 10%
Total	= <u>100 %</u>

1. 5 points from Thai teacher and another 5 from Native-speaking teacher

2. For Native-speaking teacher

3. For Thai teacher

1. Midterm (Integrated Test: Reading-Writing-Grammar) /20 points.

Mid-term Examination Structure

Point: 20 Points

Time: 90 minutes

Date: -

Content	Type of Questions/ number and time frame	Points
1. Reading Comprehension: (iBT TOEFL Reading Pattern and In-class Reading Patterns) covering responses in naming topic sentences or main ideas, vocabulary questions, reference questions, sentence insertion questions, sentence restatement questions, detail questions, unstated detail questions, inference questions	10 multiple choice questions on 1 reading--iBT format and 10 multiple choice questions from in-class reading format. The above questions should require approximately 25 minutes.	1/5, 4 points total
2. Writing (Short Answer) : One reading passage (In-class reading text)	One in-class reading passage with only two questions, based on the information provided, the students will read the story and answer the question correctly.	2 points each, 4 total (see grading criteria in the writing rubrics below)
3. Paraphrasing: A paraphrase is a restatement of a segment of reading into a student's own words. A paraphrase is often shorter than the original passage.	Students will paraphrase one of the three selected paragraphs of ~ 20 -30 words. Students will require approximately 10 minutes writing one paraphrase.	3 points (see grading criteria in the writing rubrics below)

4. Connecting/Linking: Connecting and linking information in a paragraph requires the ordering of information using transitional devices, which are like the bridges between parts of a text.	There is one passage, 3-4 paragraphs long. The paragraphs in one of the passages are in scrambled order; the student must order those sentences correctly. This may take 10 minutes.	3 points (see grading criteria in the writing rubrics below)
5. Independent Writing: Support opinions on an issue by using convincing reasons, examples or details.	The students are given three questions. Students must choose one question and develop a paragraph on the topic of 120-150 words in length. Students should require about 20 minutes.	6 points (see grading criteria in the writing rubrics below)
	90 minutes TOTAL	20 POINTS TOTAL

Remark:
Writing Rubrics/Grading Criteria

Writing (Short Answer) (2 points each, 4 total)	2 points for complete information refereeing to the question. 1 point for only one part of the correct information. 0 point for incomplete information
Paraphrasing Criteria (3 points)	3 points are given for being able to put the material in ones' own words; contains the original meaning using quality language; no extra information. 2 points for meeting 2 of the above criteria. 1 point for meeting only 1 criterion.
Connecting/Linking (3 points)	Objective Criteria: Full points for correct order, and 1/2 point for each part that is in the correct order.
*Paragraph Writing (Independent Writing)	Task Description
6-5 points	A paragraph at this level largely accomplishes all of the following: -effectively addresses the topic and task -is well organized and well developed, using clearly appropriate explanations, and/or details -displays unity, progression, and coherence -displays consistent facility in the use of language, appropriate word choice, and idiomaticity, though it may have minor lexical or grammatical errors.
4 points	A paragraph at this level largely accomplishes all of the following: -addresses the topic and task well, though some points may not be fully elaborated -is generally well organized and well developed, using appropriate and sufficient explanations, and/or details -displays unity, progression, and coherence, though it may contain occasional redundancy, digression, or unclear connections
3 points	A paragraph at this level is marked by one or more of the following: -addresses the topic and task using somewhat developed explanations -displays unity, progression, and coherence, though connection of

	<p>ideas may be occasionally obscured</p> <p>-may demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning</p> <p>-may display an accurate but limited range of syntactic structures and vocabulary</p>
2 points	<p>A paragraph at this level may reveal one or more of the following weaknesses:</p> <p>-limited development in response to the topic and task</p> <p>-inadequate organization or connection of ideas</p> <p>-inappropriate or insufficient exemplifications, explanations, or details to support or illustrate generalizations in response to the task</p> <p>-a noticeably inappropriate choice of words or words forms</p> <p>-an accumulation of errors in sentence structure and/or usage</p>
1-0 point	<p>A paragraph at this level merely copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.</p>

**Note: Adapted from TOEFL iBT TEST-Independent Writing Rubrics*

2. Final Examination (Integrated Test: Reading-Writing-Grammar) / 30 points.

Final Examination Structure

Point: 30 Points

Time: 120 minutes

Date: -

Content	Type of Questions/ number and time frame	Points
<p>1. Reading Comprehension: (iBT TOEFL Reading Pattern and In-class Reading Patterns) covering responses in naming topic sentences or main ideas, vocabulary questions, reference questions, sentence insertion questions, sentence restatement questions, detail questions, unstated detail questions, inference questions</p>	<p>10 multiple choice questions on 1 Toefl iBT reading passage, 20 multiple choice questions on 2 in-class reading passages (10 items each). The above 30 questions should require approximately 40 minutes.</p>	<p>1/5, 6 points total</p>
<p>2. Writing (Short Answer) : One reading passage (In-class reading text)</p>	<p>Two in-class reading passage with only three questions, based on the information provided, the students will read the story and answer the question correctly.</p>	<p>3 points each, 6 total (see grading criteria in the writing rubrics below)</p>
<p>3. Paraphrasing: A paraphrase is a restatement of a segment of reading into a student's own words. A paraphrase is often shorter than the original passage.</p>	<p>Students will paraphrase one of the three selected paragraphs of ~ 30 - 40 words. Students will require approximately 10 minutes.</p>	<p>4 points (see grading criteria in the writing rubrics below)</p>
<p>4. Connecting/Linking: Connecting</p>	<p>There are two passages; the first</p>	<p>2 points each, 4</p>

and linking information in a paragraph requires the ordering of information using transitional devices, which are like the bridges between parts of a text.	passage contains 4 paragraphs long. The paragraphs of the first passages are in scrambled order; the student must order the paragraphs correctly. In the second passage, the paragraphs are in the correct order, but one of the paragraphs has been divided into four parts (1-3 sentences each) and these parts are in scrambled order. The student must order the parts of the paragraph. This may take 20 minutes.	total (see grading criteria in the writing rubrics below)
5. Independent Writing: Support opinions on an issue by using convincing reasons, examples or details.	The students are given three questions. Students must choose one question and develop a paragraph on the topic of 150-200 words in length. Students should require about 20 minutes.	10 points (see grading criteria in the writing rubrics below)
	120 minutes TOTAL	30 POINTS TOTAL

Remark:**Writing Rubrics/Grading Criteria**

Writing (Short Answer) (3 points each, 6 total)	3 points for complete information refereeing to the question. 2 points for lacking of some insignificant information refereeing to the question. 1 point for only one part of the correct information. 0 point for incomplete information
Paraphrasing Criteria (4 points)	4 points are given for being able to put the material in ones' own words; contains the original meaning using quality language; no extra information. 3 points for meeting 2 of the above criteria. 2 points for meeting only 1 criterion. 1 point for failing to meet any criteria
Connecting/Linking (2 points each)	Objective Criteria: Full points for correct order, and 1/2 point for each part that is in the correct order for a maximum of 4 points.
*Paragraph Writing (Independent Writing)	Task Description
10-9 points	A paragraph at this level largely accomplishes all of the following: -effectively addresses the topic and task -is well organized and well developed, using clearly appropriate explanations, and/or details -displays unity, progression, and coherence -displays consistent facility in the use of language, appropriate word choice, and idiomaticity, though it may have minor lexical or grammatical

	errors.
8-7 points	A paragraph at this level largely accomplishes all of the following: -addresses the topic and task well, though some points may not be fully elaborated -is generally well organized and well developed, using appropriate and sufficient explanations, and/or details -displays unity, progression, and coherence, though it may contain occasional redundancy, digression, or unclear connections
6-5 points	A paragraph at this level is marked by one or more of the following: -addresses the topic and task using somewhat developed explanations -displays unity, progression, and coherence, though connection of ideas may be occasionally obscured -may demonstrate inconsistent facility in sentence formation and word choice that may result in lack of clarity and occasionally obscure meaning -may display an accurate but limited range of syntactic structures and vocabulary
4-3 points	A paragraph at this level may reveal one or more of the following weaknesses: -limited development in response to the topic and task -inadequate organization or connection of ideas -inappropriate or insufficient exemplifications, explanations, or details to support or illustrate generalizations in response to the task -a noticeably inappropriate choice of words or words forms -an accumulation of errors in sentence structure and/or usage
2-1 points	A paragraph at this level is seriously flawed by one or more of the following weaknesses: -serious disorganization or underdevelopment -little or no detail, or irrelevant specifics, or questionable responsiveness to the task -serious and frequent errors in sentence structure or usage
No point	A paragraph at this level merely copies words from the topic, rejects the topic, or is otherwise not connected to the topic, is written in a foreign language, consists of keystroke characters, or is blank.

**Note: Adapted from TOEFL iBT TEST-Independent Writing Rubrics*

3. Class attendance + Participation in the class. (10 points total: 5 points from Thai teacher and another 5 from Native-speaking teacher)

Content	Evaluation Level				
	Excellent (5)	Very good (4)	Good (3)	Fair (2)	Need Improvement (1)
1. Class Attendance					
2. Submitting assigned tasks on time					
3. Activity Participation					
4. Total Periods of Class Participation					
5. Responsibility					

4-5. Integrated Tasks 1 and 2 (20 points)

Native speaking teacher will handle grading the students' development depending on their designs, based on the in-class learned or the agreed task. (10 points before mid-term and another 10 before final examination)

6-7. Integrated Tasks 3 and 4 (Q1&2) (10 points)

Evaluation for these two tasks (Q1 and Q2) is freely considered by the responsible Thai teacher. The idea is that the designed test should be based on what has been taught in the class (iBT pattern and in-class reading passages). The suitable time is on the 7th week for the Q1 and 17th week for the Q2.