

Guideline for Final Test UAS

1. You will divide the class into four large groups.
2. Some of your students will perform in meeting 11, meeting 12, or meeting 13.
3. Your students must learn the materials from meeting 1 until meeting 10.
4. The topic of the conversation can be varied.
5. Try your best to assist your students to make long responses and be involved in the interaction.
6. The duration for each conversation is 5-10 minutes.
7. Then assign your students to write a short composition with 150-250 words about your learning experiences in General English class.

Speaking Rubric

Criteria	1-3	4-6	7-9	10-12	13-15
Pronunciation	Did not attempt to make any initiatives or responses in English	<ul style="list-style-type: none"> Very difficult to follow the pronunciation, owing to serious defects in pronunciation 	<ul style="list-style-type: none"> Systematic defects and repeated errors in pronunciation, causing some difficulties in understanding. Strong L1 accent 	<ul style="list-style-type: none"> Some errors in pronunciation but not interfere with understanding. Noticeable L1 accent. 	<ul style="list-style-type: none"> Errors in pronunciation are quite rare ($\leq 10\%$) of the total words. Slight or no L1 accent.
Vocabulary & Grammar		<ul style="list-style-type: none"> Vocabulary not sufficient to express him/herself, even in informal situations. Uses L1 more than 2 times/words. No attempt to use complex structures. Use elementary structure with frequent basic errors that affect intended meaning. 	<ul style="list-style-type: none"> Not enough vocabulary to deal with ideas and opinion. Has vocabulary only sufficient to express him/herself in informal situations. Uses few L1 (3-4 words), but correcting him/herself Little attempts to use complex structures. Frequent basic errors that may obscure meaning. 	<ul style="list-style-type: none"> Sufficient vocabulary to deal with ideas and opinion and participate in most formal and informal situations. Show efforts to find another way to express, though some of the words are not properly used. Attempts to use complex structures with some basic errors (such as present-past tenses, singular-plural forms). Some structures used affect the intended meaning. 	<ul style="list-style-type: none"> Wide range of vocabulary allows effective expressions of abstract topics such as ideas and opinion in formal and informal. Always able to find another way to express, though seem unsure of the intended word. Uses complex structures with only few errors, but did not affect intended meaning. Always able to combine variety ways to respond with proper structure
Flow of Speech		<ul style="list-style-type: none"> Very disjointed speech. Too many fillers when responses. One or more complete breakdown. 	<ul style="list-style-type: none"> Frequent noticeable pauses or hesitations. Slow speech, listeners need to be patient. Has difficulty in developing 	<ul style="list-style-type: none"> Some obvious searching for words, but not requiring undue/excessive patience from the listener Most contributions (70%) are appropriate and adequate. 	<ul style="list-style-type: none"> Comfortable, natural flow of speech. Few (1-2x) or no pauses in attempts to look for word.

			interaction, especially during role play. <ul style="list-style-type: none"> Always wait for the initiation from the interviewer to respond during role play. 	<ul style="list-style-type: none"> Shows some initiatives in developing interaction. 	<ul style="list-style-type: none"> Shows initiative and flexibility in developing interaction
Construction of Idea		<ul style="list-style-type: none"> Ineffective use of transition signals to connect between one idea with another. Most ideas presented are difficult to follow 	<ul style="list-style-type: none"> Contributions are sometimes inappropriate or inadequate Sometimes, show effective use of transition signals to connect between one idea with another. Some ideas presented are difficult to follow. 	<ul style="list-style-type: none"> Most of the time, responses are appropriate, effective, and coherent. Most of the time, show effective use of transition signals to connect between one idea with another. Most of the ideas presented are still easy to follow. 	<ul style="list-style-type: none"> Responses are always appropriate, effective, and coherent. Always show effective use of transition signals to connect between one idea with another. The ideas presented are easy to follow.
Task Completion		<ul style="list-style-type: none"> Very inadequate attempts at task, or not completed the task. Needs repeated assistance 	<ul style="list-style-type: none"> Only partial, limited success in dealing with task. Needs assistances (3-4 clues) to complete the task. 	<ul style="list-style-type: none"> Deals with task adequately. Not with complete success and still needs help. Misunderstandings are rare, but can be resolved on his/her own without trouble. 	<ul style="list-style-type: none"> Deals with task fully, effectively, and without assistance

CCU Rubric

Criteria	1	2	3	4	5
Openness (Open to new perspectives)	Unaware. Not Receptive	Unaware of own judgment, but receptive	Receptive, aware of judgment, but not initiating interactions and opportunities	Initiates interaction to try to learn other cultural perspectives	Seeks out, assesses, and accepts as valid, other cultural perspectives
General Connection of Experience to Personal Growth	Makes no connections. Treats cultural experience as unconnected to personal life	Identifies cultural experiences that are related to one's own life experiences	Identifies and connects to cultural experiences that similar to and different from one's own.	Effectively selects and develops examples of cultural experiences that connects to impacts personal lives	Meaningfully applies cultural experiences to deepen understanding of self.
Connection of Cultural Experiences to Academic Context	Makes no connections of cultural connections to academic experience	Identifies connections from cultural experiences to academic context	Compares and contrasts similarities and differences to cultural experiences and academic concepts	Applies cultural experiences to academic content and can take academic constructs and apply them to understand cultural experiences	Integrates cultural experiences to broaden the understanding of theoretical concepts and other complex activities

<p>Ability to Communicate Effectively across Cultures</p>	<p>Cannot negotiate across cultural differences</p>	<p>Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.</p>	<p>Identifies some cultural differences in verbal and nonverbal communication; is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.</p>	<p>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</p>	<p>Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/ indirect and explicit/ implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.</p>
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