

Guideline for the last meeting:

1. Show your students the grading component (excel file).
2. Make sure each of them has submitted all tasks including the ECCT or EPrT Score (or certificate) and the LaC Membership Presence Card or Presence Report.
3. Show them how you divide and insert the “extra points” that your students earn in the class.
4. Receive the reflective writing from the students. Ask the students to send it via e-mail and print them.
5. Grade the writing. Don’t spend too much time correcting the grammar errors. Make sure you see the students give you feedbacks for improvements.
6. Submit the reflective writings to the coordinator of English 1 (General English).

Writing Rubric

Criteria	1	2	3	4	5
Punctuations & Mechanics	The many errors in punctuations and mechanics usage causing meaning confusion.	Systematic defects and repeated errors in punctuations and mechanics interfere with meanings.	Some errors in punctuations and mechanics, but meanings can still be understood	Few errors in punctuations and mechanics, but do not interfere with meanings.	Errors in punctuations and mechanics are quite rare ($\leq 10\%$) of the total words.
Vocabulary	Careless or inaccurate word choice.	Word choice is vague or flat	Shows some use of varied word choices	Uses a variety of word choice to make writing interesting.	Effective and engaging use of word choice
Grammar	<ul style="list-style-type: none"> • Use elementary structure with frequent basic errors that affect intended meaning. • Frequent run-ons or fragments 	<ul style="list-style-type: none"> • Little attempts to use complex structures, but many errors affect intended meaning. • Many run-ons or fragments. 	Some attempts to use complex structures with frequent basic errors (<i>I gone</i>), singular-plural forms (<i>two child</i>), active-passive voice (<i>the book read by me</i>), misplaced word order (<i>box blue</i>), missing verb (<i>I school</i>) that may obscure meaning.	Attempts to use complex structures with some basic errors (such as present-past tenses, singular-plural forms), but meanings can still be understood.	Uses complex structures with only few errors, but did not affect intended meaning.
Flow of Sentence	<ul style="list-style-type: none"> • No transition signals or sentence connectors are used in the text. 	<ul style="list-style-type: none"> • Many sentences are not connected properly. 	<ul style="list-style-type: none"> • Use transition signals and/or sentence connectors rather properly. 	<ul style="list-style-type: none"> • Use transition signals and/or sentence connectors properly. • Few sentences are not 	<ul style="list-style-type: none"> • Comfortable, natural flow of sentence. • Use transition signals and/or sentence

			<ul style="list-style-type: none"> Some sentences are not connected properly. 	connected properly.	connectors properly
Organization of Idea	<ul style="list-style-type: none"> Ideas presented are difficult to follow. Details are irrelevant to the main ideas 	<ul style="list-style-type: none"> Most ideas presented are difficult to follow. Many details are irrelevant to the main ideas. 	<ul style="list-style-type: none"> Some ideas presented are difficult to follow. Some details are irrelevant to the main ideas. 	<ul style="list-style-type: none"> Most of the ideas presented are still easy to follow. Few details are irrelevant, but still they support the main ideas. 	<ul style="list-style-type: none"> The ideas presented are easy to follow. Every details support the main ideas.
Task Completion	Very inadequate attempts at task, or not completed the task.	Only partial, limited success in dealing with task.	Deals with task adequately.	Deals with task fully, but did not meet minimum of word numbers	Deals with task fully, effectively, and meet the minimum of word numbers.