

Appendix I

Writing Assessment Rubric

	Criteria / Standard	Highly Satisfactory / Excellent to Very Good	Satisfactory / Good to Average	Unsatisfactory / Fair to Poor	Score obtained
Writing Style, Content and Organization	Plans information to flow logically through the written work. Presents work in a professional way (spacing, examples etc.). (Marks 10)	Demonstrated the ability to prepare quality written work: * Work was easy to read, logical and flowed smoothly from issues to conclusions. * Work presentation was competent and had only minor spelling errors.	Demonstrated the ability to prepare satisfactory written work: * Work generally flowed smoothly but was a bit brief (or 'wordy') in places. * Work presentation was satisfactory.	Failed to demonstrated the ability to prepare satisfactory written work: * Ideas and paragraphs were disjointed and did not flow smoothly. * Work had frequent grammatical and spelling errors, colloquialisms and logical sequence errors.	
Analysis and Synthesis	Communicates ideas clearly. Includes appropriate concepts, models and theories and integrates them effectively. Demonstrates knowledge of the issues. Demonstrates the ability to synthesize ideas and draw appropriate conclusions. (Marks 07)	Demonstrated the ability to analyse and synthesise information: <input type="checkbox"/> <input type="checkbox"/> Ideas were all relevant and clearly stated. <input type="checkbox"/> <input type="checkbox"/> Appropriate concepts, models or theories were included and integrated effectively. <input type="checkbox"/> <input type="checkbox"/> Demonstrated competence and knowledge of the key issues. <input type="checkbox"/> <input type="checkbox"/> Ideas were synthesized and appropriate conclusions drawn.	Demonstrated a basic ability to analyse and synthesize information some of the time: <input type="checkbox"/> <input type="checkbox"/> Ideas were mostly relevant and clearly stated. <input type="checkbox"/> <input type="checkbox"/> Most concepts, models or theories were included but some key areas were missing or lacked integration. <input type="checkbox"/> <input type="checkbox"/> Showed some evidence of competence and knowledge of the key issues. <input type="checkbox"/> <input type="checkbox"/> Ideas were related to conclusions.	Failed to demonstrated the ability to analyse and synthesise information: <input type="checkbox"/> <input type="checkbox"/> Ideas were inadequate; arguments were disjointed; and there were logical inconsistencies. <input type="checkbox"/> <input type="checkbox"/> Work was missing or lacked integration of most key concepts, models or theories. <input type="checkbox"/> <input type="checkbox"/> Failed to demonstrate adequate knowledge of the issues. <input type="checkbox"/> <input type="checkbox"/> Ideas were not linked to conclusions.	

Persuasiveness	<p>Articulates clearly the value of the conclusions.</p> <p>Convinces the reader to support conclusions.</p> <p>(Marks 07)</p>	<p>Demonstrated the ability to write persuasively:</p> <p><input type="checkbox"/> <input type="checkbox"/> Work provided information competently and in most cases articulated the value of conclusions.</p> <p><input type="checkbox"/> <input type="checkbox"/> Convinced the reader of the reasonableness and appropriateness of the conclusions.</p>	<p>Demonstrated an ability to write persuasively some of the time:</p> <p><input type="checkbox"/> <input type="checkbox"/> Work had detailed information but was not organised around the value of the conclusions.</p> <p><input type="checkbox"/> <input type="checkbox"/> Attempted to convince the reader of the reasonableness and appropriateness of the conclusions.</p>	<p>Failed to demonstrate the ability to write persuasively:</p> <p><input type="checkbox"/> <input type="checkbox"/> Failed to provide information or to clearly articulate the value of the conclusions.</p> <p><input type="checkbox"/> <input type="checkbox"/> Made no attempt to convince the reader of the reasonableness and appropriateness of the conclusions.</p>	
Vocabulary	<p>Uses appropriate vocabulary; uses syntactic variety; uses a variety of transitions to show interconnection of ideas</p> <p>(Marks 04)</p>	<p>Demonstrated the knowledge of appropriate vocabulary:</p> <p>sophisticated range * effective word/idiom choice and usage * word form mastery * appropriate register</p>	<p>Demonstrated the knowledge of appropriate vocabulary some of the time:</p> <p>adequate range *occasional errors of word/idiom form, choice, usage but meaning not obscured</p>	<p>Failed to demonstrate the knowledge of appropriate vocabulary:</p> <p>essentially translation * little knowledge of English vocabulary, idioms, word form * OR not enough to evaluate</p>	
Mechanics	<p>Uses correct grammar, spelling, capitalization. Knows the art of paragraphing</p> <p>(Marks 02)</p>	<p>Demonstrated mastery of conventions</p> <p>* few errors of spelling, punctuation, capitalization, paragraphing</p>	<p>occasional errors of spelling, punctuation, capitalization, paragraphing * poor handwriting * meaning confused or obscured</p>	<p>no mastery of conventions * dominated by errors of spelling, punctuation, capitalization, paragraphing * handwriting illegible * OR not enough to evaluate</p>	

Total Score Obtained _____ / 30

Rubric prepared adapting from Teaching ESL Composition Hughey 1983 et al. and Writing Assessment Rubric, University of Western Australia http://www.uwa.edu.au/_data/assets/pdf_file/0006/1548186/Rubric_written-communication-skills.pdf

Scores	Standard
30-27	Highly Satisfactory / Excellent to Very Good
26-17	Satisfactory / Good to Average
16-0	Unsatisfactory / Fair to Poor

Appendix II

Speaking Assessment Rubric

Level	Score	Level Description	Descriptors
C2	90–100	Upper Advanced	<ul style="list-style-type: none"> • Achieves the task effectively; responses are consistently appropriate. • Able to express both simple and complex ideas with ease. • Consistently displays wide range of vocabulary. • Pronunciation is easy to understand. • Responds promptly with only natural hesitation; makes effective use of the allowed response time.
C1	75–89	Advanced	<ul style="list-style-type: none"> • Achieves the task well; responses are generally appropriate. • Able to express simple and complex ideas. • Generally, displays wide range of vocabulary. • Pronunciation is easy to understand. • Generally responds promptly, with only natural hesitation; generally makes good use of the allowed response time.
B2	60–74	Upper Intermediate	<ul style="list-style-type: none"> • Achieves the task adequately; most responses are appropriate but a few may be inappropriate or ambiguous. • Able to express simple ideas and makes some attempt to express complex ideas; mostly coherent, with some extended discourse. • There is an adequate range of grammar and vocabulary which is sufficiently accurate to deal with the tasks. • Pronunciation can generally be understood. • May be some hesitation while searching for language generally makes adequate use of the allowed response time.
B1	40–59	Intermediate	<ul style="list-style-type: none"> • Achieves most of the task, in a limited way; some responses may be inappropriate, ambiguous or not attempted (possibly due to incomprehension of input). • Able to express simple ideas; little extended discourse; some incoherence. • The range of grammar and vocabulary used is sufficient to complete tasks in a limited way. Some language in simple utterances is accurate but basic inaccuracies may impede communication of ideas and achievement of the tasks. • Pronunciation can generally be understood but L1 features may cause strain. • Hesitation may demand patience of the listener; use of the allowed response time may not always be adequate.
A2	20–39	Elementary	<ul style="list-style-type: none"> • Achieves only simplest part of the task in a very limited way; many responses may be inappropriate, ambiguous or not attempted. • No extended responses. • The range of language is sufficient to respond to simple prompts but not to complete complex tasks. Some utterances may be accurate but inaccuracies in grammar and vocabulary limit achievement of the tasks and restrict coherence and communication of ideas. • Pronunciation of single words may be intelligible but L1 features make understanding difficult. • Hesitation is excessive; use of the allowed response time is adequate on only a few occasions.
A1	0–19	Beginner	<ul style="list-style-type: none"> • May achieve a few of the simplest parts of the task in a very limited way; most responses may be inappropriate, ambiguous or not attempted (possibly due to incomprehension of input). • Utterances may be limited to single words. • The range of language is limited and inadequate to complete the tasks. Some accurate language but frequent inaccuracies may mean the message is not communicated. • Pronunciation of single words may be intelligible but L1 features may cause excessive strain to a listener. • Hesitation is excessive; use of the allowed response time is generally inadequate.

Adopted from BULATS Common European Framework or Reference for Languages (CEFR).

Appendix III

Critical Thinking Assessment

Strategy	Sub-skill
Remembering	<i>recognising, listing, describing, identifying, retrieving, naming, locating, finding</i>
Understanding	<i>interpreting, Summarising, inferring, paraphrasing, classifying, comparing, explaining, exemplifying</i>
Applying	<i>implementing, carrying out, using, executing</i>
Analysing	<i>comparing, organising, deconstructing, Attributing, outlining, finding, structuring, integrating</i>
Evaluating	<i>checking, hypothesising, critiquing, Experimenting, judging, testing, Detecting, Monitoring</i>
Creating	<i>designing, constructing, planning, producing, inventing, devising,</i>

	<i>making</i>
--	---------------

APPENDIX IV

No.	Item	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1	The use of ICT and Internet-based tasks allowed me to learn in an independent manner.					
2	It was easy to take computer-based tasks. Now I will be able to use other resources for communication improvement.					
3	The ICT based tasks allowed me to get enough time to practice writing and speaking. It also gave us a broad scope.					
4	Use of videos made tasks more interesting and helped me improve my writing and speaking skills.					
5	I would like to use online videos to improve my speaking,					

	presentation and interpersonal communication skills.					
6	I liked the use of MS word and blogs for writing skill improvement.					
7	I liked the use of Infographics for writing and speaking skill improvement.					
8	I liked the use of Podcasts for speaking skill improvement.					
9	I will continue to use language improvement podcasts to become more fluent.					
10	I enjoyed working in pairs and groups using ICT for overall communication improvement.					
11	Actual reports and case studies provided me with an opportunity to learn concepts of my own domain.					
12	The content was organized and					

	easy to follow.					
13	The case studies given in the tasks were relevant to other subjects of MBA.					
14	The Internet-based tasks helped me enrich my vocabulary.					
15	This program has helped me improve my writing skill.					
16	This program has helped me improve my speaking skill.					
17	After taking this program I can use English in a better manner to communicate with people. I will continue this pattern for communication improvement.					
18	Now I am more comfortable giving oral presentations.					
19	Now I am better able to elaborate and explain information in written manner.					
20	Now I am better able to					

	elaborate and explain information in spoken manner.					
21	Feedback from my classmates helped me improve my writing and speaking and overall communication.					
22	Similar online feedback system can help me to improve my communication skills on my own.					
23	This training has made me interested in writing.					
24	This training has helped me be confident while speaking.					
25	The use of ICT enabled me to explore more content before writing or speaking.					
26	The use of Google Drive Forms was convenient for submission of information.					
27	It allowed me to continue my					

	learning efforts irrespective of place. This kind of tools can help us learn things on our own.					
28	I would like to do such self-learning tasks for developing my management skills.					
29	The time allotted for the training was sufficient.					
30	After attending this program I am more comfortable with the use of ICT and other tools.					
31	I would like to undergo such trainings in future course.					
32	It was a good learning experience for me to be a part of this training.					
33	The tasks offered an opportunity to learn on my own.					
34	I would like to use such online tasks on my own to improve my communication.					

35	With such online exercises I would be able to become a better communicator.					
36	I would recommend such kind of trainings for Management students.					