**ENG 101**

**CONTENT BASED TASK (CBT) 20 pts**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Process (5%)** | | | | | |
|  | **Meets expectation** | | **Needs Improvement** | | **Fails to meet the expectation** |
| Task completion | 2 | | 1 | | 0 |
| Effort | 3 | | 2 | | 1 |
| **….. / 5 points** | | | | | |
| **Process Output (15%)** | | | | | |
|  | **Meets expectation** | | **Needs Improvement** | | **Fails to meet the expectation** |
| Full understanding and analysis of input | 5 | 4 | 3 | 2 | 1 |
| Personalization of and reflection on input | 5 | 4 | 3 | 2 | 1 |
| Display of effective language use | 5 | 4 | 3 | 2 | 1 |
| **….. / 15 points** | | | | | |
| **TOTAL GRADE: ….. / 20** | | | | | |

**Ground Rules:**

* If the student does not go through the whole process, s/he will be assessed out of 7.5.
* In the case of cheating during process output, the student will receive a zero from process output grade. His/her overall grade will be given out of 5 (from process section only)
* Absence: If the student does not show up for process output task, s/he has to bring an official medical report for a make-up.

**CBT Criteria Descriptors**:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Meets expectation** | **Needs Improvement** | **Fails to meet the expectation** |
| **Process** | | | |
| Task completion | 2 Components of CBT completed timely. | 1 Some components of CBT completed with delay | 0 None of the components completed timely |
| Effort | 3 Fully engages in CBTs  Takes responsibility in own learning, is open to feedback and improvement | 2 Partially engages in some CBTs  Takes some responsibility in own learning, is open to feedback and improvement | 1 Little or no engagement in CBT tasks  Takes no responsibility in own learning, is not open to feedback and improvement |
| **Process Output** | | | |
| Full understanding and analysis of input | 5 Fully understands the written and audio(visual) input  Engages in an in-depth and critical analysis of the input | 3 Reasonably understands the written and audio(visual) input  Engages reasonably in an in-depth and critical analysis of the input | 1 Little or no understanding of the written and audio(visual) input  Little or no engagement in an in-depth and critical analysis of the input |
| 4 Mostly understands the written and audio(visual) input  Mostly engages in an in-depth and critical analysis of the input | 2 Somewhat understands the written and audio(visual) input  Somewhat engages in an in-depth and critical analysis of the input |
| Personalization of and reflection on input | 5 Fully personalizes the content by displaying critical thinking throughout the tasks  Fully reflects on the theme by displaying originality and creativity | 3 Reasonably personalizes the content by displaying critical thinking throughout the tasks  Reasonably reflects on the theme by displaying originality and creativity | 1 Little or no personalization of the content throughout the tasks  Little or no reflection on the theme |
| 4 Mostly personalizes the content by displaying critical thinking throughout the tasks  Mostly reflects on the theme by displaying originality and creativity | 2 Somewhat personalizes the content by displaying critical thinking throughout the tasks  Somewhat reflects on the theme by displaying originality and creativity |
| Display of effective language use | 5 Displays full accuracy in language use with a range of grammar structures and vocabulary items | 3 Displays reasonable accuracy in language use with a range of grammar structures and vocabulary items | 1 Displays very little accuracy in grammar structures and vocabulary items |
| 4 Displays mostly accurate language use with a range of grammar structures and vocabulary items | 2 Displays somewhat accurate language use with a range of grammar structures and vocabulary items |

**CBT Guidelines:**

**Process**

* Three sample CBTs have been designed. Teachers may either make use of one of these samples or modify them. Alternatively, they could their own following the CBT Guidelines.
* Depending on individual teacher preferences, the individual tasks during the process could be tracked by using the following CBT Class Sheet. This does not necessarily mean every single task being graded as the CBT is based on a holistic approach.
* Some tasks under CBT should be covered in class while some others can be done extensively so that students could have more practice opportunities and study independently. This would also save more time for classroom.
* Rather than comprehension questions, higher order thinking (HOT) questions should be preferred while designing task sheets for reading and listening (input). Questions linking different input should be preferred.
* Students should keep all the task sheets in a file and submit them to the teacher at the end of the process. During the process, it’s the discretion of the teacher to decide which task(s) to check.

**Process Output**

* One written process output is a must
* Teachers might give two process output tasks if they wish provided one is a written task. The second could be an oral task. In this case, average of the two tasks is calculated.
* Written process output:
  + does not require essay format; prompts must be given by the teacher.
  + must be written in class and students might refer to the input tasks and their notes.
  + must be around 350-400 words.
* Oral process output:
  + should last around three to five minutes.
  + could be one of the following task types:
    - debate
    - presentation
    - interview
    - mini-talk: personalization and anecdote
    - video shooting and justification
  + Students should react to minimum three input tasks

**REMINDER**: one reaction paragraph is a must after input tasks (by using reaction criteria w/o grading)