

APPENDICES

APPENDIX 1: List of Experts and Raters

Experts:

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Master of Science (Human Resource Management)

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Master of Education (Teaching English as a Foreign Language)

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B.Sc (Mathematics)

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Liu Yan

Master of Art (Teaching of English to Speakers of Other Languages)

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APPENDIX 2: Framework of Lesson-plans

Framework of Lesson-plans:

SET A

Lesson-plans	Objectives	Strategy Training	Timeframe
Lesson-plan 1 Set A	Students should be able to understand and use the Writing Rubric; and understand and be able to answer the Writing Questionnaire	Training in rubric use and in filling out the Writing Questionnaire	4 lessons, 90 minutes each (6 hours)

SET B

Lesson-plans	Objectives	Strategy Training	Timeframe
Lesson-plan 2 Set B	Students should be able to understand and use the Writing Rubric; understand and be able to answer the Writing Questionnaire; understand and use mind-maps and brainstorm ideas in order to share information and ideas	Teach the use of mind-maps and brainstorming	4 lessons, 90 minutes each (6 hours)

SET C

Lesson-plans	Objectives	Strategy Training	Timeframe
Lesson-plan 3 Set C	Students should be able to understand and use the Writing Rubric; understand and be able to answer the Writing Questionnaire, and understand three-tier paragraphing, as well as being able to identify and write topic sentences, support sentences and development sentences	Teach paragraphing	4 lessons, 90 minutes each (6 hours)

SET D

Lesson-plans	Objectives	Strategy Training	Timeframe
Lesson-plan 4 Set D	Students should be able to understand and use the Writing Rubric; understand and be able to answer the Writing Questionnaire, and understand and organize essays according to the <i>five-paragraph essay-format</i>	Teach content organization using the <i>five-paragraph essay-format</i>	4 lessons, 90 minutes each (6 hours)

APPENDIX 3: Lesson-plans and Instructional Materials

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Lesson-plans and Instructional Materials

Week 1, SET A	Lesson-plan 1
Course Objectives:	To Develop Meta-cognitive Strategies in Writing
Terminal Objectives (TO):	Learners should be able to: • Communicate in the target language • To learn strategies in thinking, as well as in writing and other skill areas • Understand the concept of meta-cognition and meta-cognitive strategies • Write essays • Know simple sentences • Recognize a complete sentence • Extract key information from Youtube clips • Develop meta-cognitive strategies
Training in rubric use and in filling out the Writing Questionnaire (lesson-plan 1)	
Enabling Objectives (EO):	Learners should be able to: • Communicate their ideas with peers, in the target language • Use meta-cognitive strategies in writing and other skill areas • Plan essays by using a mind-map and by brainstorming ideas with peers • Know how to organize and write paragraphs and essays • Identify topic sentences, support sentences and development sentences • Extract main ideas and take notes from class discussions • Know meta-cognitive strategies and use them in the following focus areas: Planning Monitoring Evaluation, and Planning for future improvement (independent identification of problems and problem-solution)
Teaching Aids:	
Timeframe:	4 x 90 minutes (periods 1-4)
Presentation:	
Practice:	

Production:	
Evaluation:	The learners:
	The teacher:

Week 2, SET B	Lesson-plan 2
Course Objectives:	To Develop Meta-cognitive Strategies in Writing
Terminal Objectives (TO): Teach the use of mind-maps and brainstorming (lesson-plan 2)	Learners should be able to: • Communicate in the target language • To learn strategies in thinking, as well as in writing and other skill areas • Understand the concept of meta-cognition and meta-cognitive strategies • Write essays • Know simple sentences • Recognize a complete sentence • Extract key information from Youtube clips • Develop meta-cognitive strategies
Enabling Objectives (EO):	Learners should be able to: • Communicate their ideas with peers, in the target language • Use meta-cognitive strategies in writing and other skill areas • Plan essays by using a mind-map and by brainstorming ideas with peers • Know how to organize and write paragraphs and essays • Identify topic sentences, support sentences and development sentences • Extract main ideas and take notes from class discussions • Know meta-cognitive strategies and use them in the following focus areas: Planning Monitoring Evaluation, and Planning for future improvement (independent identification of problems and problem-solution)
Teaching Aids:	

Timeframe:	4 x 90 minutes (periods 5-8)
Presentation:	
Practice:	
Production:	
Evaluation:	The learners: The teacher:

Week 3, SET C	Lesson-plan 3
Course Objectives:	To Develop Meta-cognitive Strategies in Writing
Terminal Objectives (TO): Teach paragraphing (lesson-plan 3)	Learners should be able to: • Communicate in the target language • To learn strategies in thinking, as well as in writing and other skill areas • Understand the concept of meta-cognition and meta-cognitive strategies • Write essays • Know simple sentences • Recognize a complete sentence • Extract key information from Youtube clips • Develop meta-cognitive strategies
Enabling Objectives (EO):	Learners should be able to: • Communicate their ideas with peers, in the target language • Use meta-cognitive strategies in writing and other skill areas • Plan essays by using a mind-map and by brainstorming ideas with peers • Know how to organize and write paragraphs and essays • Identify topic sentences, support sentences and development sentences • Extract main ideas and take notes from class discussions • Know meta-cognitive strategies and use them in the following focus areas: Planning Monitoring Evaluation, and Planning for future improvement (independent identification of problems and problem-

	solution)
Teaching Aids:	
Timeframe:	4 x 90 minutes (periods 9-12)
Presentation:	
Practice:	
Production:	
Evaluation:	The learners:
	The teacher:

Week 4, SET D	Lesson-plan 4
Course Objectives:	To Develop Meta-cognitive Strategies in Writing
Terminal Objectives (TO): Teach content organization using the <i>five-paragraph essay-format</i> (lesson-plan 4)	Learners should be able to: • Communicate in the target language • To learn strategies in thinking, as well as in writing and other skill areas • Understand the concept of meta-cognition and meta-cognitive strategies • Write essays • Know simple sentences • Recognize a complete sentence • Extract key information from Youtube clips • Develop meta-cognitive strategies
Enabling Objectives (EO):	Learners should be able to: • Communicate their ideas with peers, in the target language • Use meta-cognitive strategies in writing and other skill areas • Plan essays by using a mind-map and by brainstorming ideas with peers • Know how to organize and write paragraphs and essays • Identify topic sentences, support sentences and development sentences • Extract main ideas and take notes from class discussions • Know meta-cognitive strategies and use them in the following focus areas: Planning Monitoring

	Evaluation, and Planning for future improvement (independent identification of problems and problem- solution)
Teaching Aids:	
Timeframe:	4 x 90 minutes (periods 13-16)
Presentation:	
Practice:	
Production:	
Evaluation:	The learners: The teacher:

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APPENDIX 4: Writing Questionnaire

Writing questionnaire

Name.....

Topic of your essay
.....

Please answer the following questions to the best of your ability. Answer in full sentences. You can answer the questions in English, and supplement with Thai in brackets

1. How do I organize my essay?
2. Do I use the rubric as a guideline to plan my essay?
3. Do I use a mind-map to organize my ideas?
4. Do I feel that my second draft was better than my first? If so, in what ways?
5. How can the use of a mind-map help me to improve my writing ability?
6. What do I think is the best technique that I use in my English writing?
7. What do I feel are the good qualities of my essay?
8. What do I think still needs to be improved in my essay?
9. How does the use of a rubric affect my writing?
10. How does the use of a mind-map affect my writing?
11. Additional thoughts on my writing experience...

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APPENDIX 5: Correlation between Meta-cognition and the Writing Questionnaire

Correlation of Meta-cognition and the Writing Questionnaire

Planning	12. How do I organize my essay? 13. Do I use the rubric as a guideline to plan my essay? 14. Do I use a mind-map to organize my ideas?
Monitoring	15. Do I feel that my second draft was better than my first? If so, in what ways? 16. How can the use of a mind-map help me to improve my writing ability? 17. What do I think is the best technique that I use in my English writing? 10. How does the use of a mind-map affect my writing?
Evaluation	4. Do I feel that my second draft was better than my first? If so, in what ways? 6. What do I think is the best technique that I use in my English writing? 7. What do I feel are the good qualities of my essay? 8. What do I think still needs to be improved in my essay? 9. How does the use of a rubric affect my writing?
Planning for Future Improvement	2. Do I use the rubric as a guideline to plan my essay? 5. How can the use of a mind-map help me to improve my writing ability? 9. How does the use of a rubric affect my writing?

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APPENDIX 6: Writing Rubric

Writing Rubric

Components	Marks	Criteria
Clarity of content (X 10 = 40%)	3-4	Clear ideas and purpose, with relevant and logical support
	2-3	Not clear in ideas and purpose, with insufficient relevant and logical support
	1-2	Trying to express ideas and purpose, but lack of support
	0-1	Confusing ideas and purpose, with lack of support
Language use (X 5 = 20%)	3-4	A few mistakes in usage of words, sentence structure and punctuation, but clear in communication
	2-3	Some mistakes in usage of words, sentence structure and punctuation mistakes not affecting communication
	1-2	Many mistakes in usage of words, sentence structure and punctuation, but still communicating
	0-1	Full of mistakes in usage of words, sentence structure and punctuation, affecting meaning and communication
Sentence control and content organization (X 5 = 20%)	3-4	Effective sentence control with relevant and appropriate content organization
	2-3	Good sentence control with slightly irrelevant and inappropriate content organization
	1-2	Fair sentence control but slightly irrelevant and inappropriate content organization
	0-1	Poor sentence control with irrelevant and inappropriate content organization
Length / number of words (X 5 = 20%)	3-4	90-100% of requirement
	2-3	70-89% of requirement
	1-2	50-79% of requirement
	0-1	35-49% of requirement (below 35% is 0%)
Total:		

Comments:

APPENDIX 7: Students' Answers to Questionnaires

Student's Answers to Questionnaires

SET A

Yes/No answers

Questions	Yes	No	Undecided	Sometimes	Total
<i>Do I use the rubric as a guideline to plan my essay?</i>	13	2		1	16
<i>Do I use a mind-map to organize my ideas?</i>	13	1	1	1	16

1. How do I organize my essay?
- Writing on paper.
 - I plan the topic.
 - I think about the topic and plan by mapping, and draft essay, check it. Then draft it again and make it better.
 - I just think what to write first or later.
 - I use a rubric.
 - I think and plan my essay ion my brain, then I draft it on paper.
 - I think what I want to write, then I plan it step by step, and finally check to make sure if it's right.
 - I list what I want to write, in my mind.
 - First, I think about the topic. Then plan what I'll write in the essay and start writing with the intro, and support and development sentences.
2. Do I use the rubric as a guideline to plan my essay?
- Yes, I use the rubric as a guideline for sentence control and content organization.
 - No, I write after I think what I can write.
 - Yes, I use it to guide me.
 - Yes, I read it to write a better essay.
 - Yes, I use it to improve the next draft.
3. Do I use a mind-map to organize my ideas?
- Yes, I use the mind-map to organize the order of my ideas.
 - Just a little.
 - Yes, it helps with how I'm going to start and end my essay.
 - Sometimes, if I have enough time to think and write.
 - Yes I do, because it makes it easier to write essays.
 - No, I think it takes too much time, I'll try to use a mind-map later.
4. Do I feel that my second draft was better than my first? If so, in what ways?

- It's clearer than the first draft.
- Yes, Just a little too. Because the second draft fix problems from the first draft. If I had a third draft, I think it would be better than the second.
- Yes, I write it more carefully, so I feel it's better, especially my spelling.
- Yes, because I edit any mistakes such as vocabulary, grammar and sentences.
- Yes, I feel it is a little better.
- Yes, because it has fewer mistakes.
- Yes, because my ideas were organized perfectly, not like the first draft.
- Yes, the second draft is easier to read than the first one.
- Yes, because the first draft wasn't ended (concluded) clearly.
- Yes, in every way, such as the kinds of words, I made fewer mistakes in sentences, and used better sentence structure.
- I do, because I used the rubric. The second drafts was in better order.

5. How can the use of a mind-map help me to improve my writing ability?

- It helps me to organize my essay.
- A mind-map tell me what I should write about and not confuse what I am thinking.
- To see the big picture of my writing.
- It can help me if I don't have an idea. (help to develop my ideas).
- It can help me to organize what I want to write about each topic, and make the topic less confusing.
- It can help me to organize my content and control sentences.
- It can be a guideline, and I can follow it when I write.
- It can help me plan better.
- It can help me to focus.

6. What do I think is the best technique that I use in my English writing?

- Using the mind-map and the rubric.
- When I write an essay I should use a mind-map. Use easy and clear words.
- I try to write clear and easy to understand.
- My language use.
- I just write what I think, that's the best for me.
- I think it's the language use. I use some experiences from listening and reading what foreigners say.
- I do not think in Thai, but in English, and I'm not afraid to make mistakes.
- I don't have, because I'm a beginner in writing.
- I write what I think and feel.

7. What do I feel are the good qualities of my essay?

- That it is separate in a topic, introduction, body and conclusion.
- Ideas are clear, not confusing.
- I can write my ideas clearly.
- My language use.
- The content.
- I don't feel good about it, because I think it's not good enough.
- My ideas are clear and I wrote it well in sentence and structure. Importantly, it doesn't have any mistakes in word use.
- I feel it's not a good essay yet.

8. What do I think still needs to be improved in my essay?

- My vocabulary.
- I think my sentence and grammar are not good.
- My grammar.
- It can help me (to improve) the structure of my writing.
- There's still some confusing content.
- Sentence structure and use of correct words.
- I need to make it more native-like.
- I need more practice.
- My language use.
- Grammar and organization.

9. How does the use of a rubric affect my writing?

- It allows me to be more organized.
- It can guide me how to write a good essay.
- I can write much better (if I use it).
- It guides me.
- It makes it easier to write the right way.
- I am clearer about what I have to do to write a good essay (so I write better).
- It makes me more careful on structure.
- I have fewer mistakes in my writing.
- It doesn't affect my writing, it helps me.

10. How does the use of a mind-map affect my writing?

- It helps me with the order of my ideas.
- It's make me not confuse in the topic.
- To control the start and end of my writing.
- It doesn't affect my writing, it helps me.
- It doesn't.

11. Additional thoughts on my writing experience...

- A rubric helps me to write my essay in the correct way.
- Practice makes perfect, the more drafts I will write, the better it will be.
- Writing is important, so I must write more and more.
- I need to write more.
- I need more experience.
- I have to practice as much as possible.
- I think I am so weak.
- If I have a short time to write, I can't think and write. So I have to improve and practice writing in a short time.
- I have no experience 'till I came here.

SET B

Yes/No answers

Questions	Yes	No	Total
<i>Do I use the rubric as a guideline to plan my essay?</i>	13	3	16
<i>Do I use a mind-map to organize my ideas?</i>	14	2	16

1. How do I organize my essay?

- First, I think about the topic. Then I plan what I'll write in my essay, and start writing with an intro, support and development sentences.
- I use the rubric.
- I think before I write my essay, and write an essay and watch my sentence structure.
- I always think what I want to write, then I plan the steps and try to write it, and finally I check it for sure that it's right.
- I just think about what to write first or later.
- I have to think and create my ideas in Thai first. Then make a sentence in English.
- I organize my essay by opening the dictionary for vocabulary words to use in my sentences. I use the rubric to my draft, and I use a mind-map for organizing my ideas.
- I use a mind-map and then write it out on paper.
- I list what I want to write about, in my mind.
- First, I think and plan my essay in my brain, then I draft it on paper.
- I think of my story, then write it on paper.
- I plan about my topic, and write it in a mind-map.
- I think about the topic and plan it by mapping. Then I draft an essay, check it, draft it again, then make it better.

2. Do I use the rubric as a guideline to plan my essay?

- Yes
- No
- Yes I do, the rubric helps me very much.
- Yes, it tells me what to do, and helps me to write a better essay.
- I do, that's why I know what to write first and later.

3. Do I use a mind-map to organize my ideas?

- Yes
- I do, but I think my mind-map is a little confusing.
- I do, I note information in a mind-map, then write sentences again.
- I do, because it makes it easier to organize my ideas.

4. Do I feel that my second draft was better than my first? If so, in what ways?

- Yes, it's more organized.
- Yes, it has fewer mistakes.
- Yes, I have fixed the problems with words and sentences.

- Yes, my second draft is longer than the first one.
- Yes, I made fewer mistakes in the second draft.
- I do, the second one is longer, and the content is clearer.
- Yes, I cut out some of my unnecessary sentences, and corrected some errors.
- Yes, because I wrote better sentences, and tried to use the right vocabulary.
- Yes, in every way.

5. How can the use of a mind-map help me to improve my writing ability?

- It can help me to plan my essay, and which part I have to write first.
- It creates a plan for writing, and makes it easy to write an essay.
- I can organize my essay easier (that makes it easier for me to write, and I write better).
- It can help me to control my ideas and lets me know (see) what I want to write.
- It helps me plan the steps, and I can see the concept of what I want to write.
- It helps me to organize my content.
- It helps me to plan better.
- It helps me know what paragraph should be first and how many sub-topics I will write about.
- Actually, it doesn't help me so much.
- Better planning and better organization.
- It makes my topic clearer and easier to write.

6. What do I think is the best technique that I use in my English writing?

- I use a lot of vocabulary.
- I think it's writing a mind-map.
- Using a mind-map and rubric to plan my writing.
- I always practice.
- Now, I think mind-map is the best technique for writing.
- I use a mind-map.
- I read more and remember vocabulary.
- Focusing on language use.
- I watch and learn. Remember what's good and use it.
- I write by myself.
- The best technique that I use is writing a first and second draft.
- My ideas.
- Practicing as much as possible.
- I don't think in Thai, I think in English.

7. What do I feel are the good qualities of my essay?

- It's short and easy to read.
- I think it's my ideas.
- I can write it as I planned.
- I always think my essay isn't very good.
- The new techniques I use.
- Writing correct words.
- It's my attention.
- It's easy to read and to understand.
- The sentences are fluent.
- It's short and easy to read.
- It's easy to understand.

8. What do I think still needs to be improved in my essay?

- I have to make it longer.
- Sentence control and grammar.
- Word use and grammar.
- I need to develop my vocabulary and sentences.
- I need to make less errors.
- The content is not enough yet.
- My ideas.
- My sentences.
- I need more information about the topic.
- Language use and sentence control.

9. How does the use of a rubric affect my writing?

- It can let me know if my sentences are correct or not.
- I will know what points to make better.
- It guides (the quality of) my essay.
- It shows me how to write to get more points.

10. How does the use of a mind-map affect my writing?

- It helps me plan better before I start writing.
- I will have a plan for writing and not forget (what I want to write).
- I see the big picture of my writing (it makes it easier to stick to the topic).
- It makes it easier to write about the topic.
- It makes my ideas and topics clearer.
- It makes me think about what to write more, and makes my essays more organized.
- Mind-map helps me to manage my ideas, I like it.
- It makes me write better.

11. Additional thoughts on my writing experience...

SET C

Yes/No answers

Questions	Yes	No	Total
<i>Do I use the rubric as a guideline to plan my essay?</i>	14	2	16
<i>Do I use a mind-map to organize my ideas?</i>	15	1	16

1. How do I organize my essay?

- I start with an introduction, telling what my essay would be about with little or no details. Then I start writing my first paragraph, followed by the second and third with different ideas and details in each paragraph. Then I conclude my essay with a conclusion.

- I use a mind-map.
- I use the rubric and mind-map to plan my writing.
- I plan my ideas into a mind-map first, then I write the first draft and edit in the second draft.
- I use a mind-map and a dictionary.
- I think before I write, then I write my ideas on a mind-map.
- I think about the topic and write it.
- I write an introduction, paragraphs and a conclusion.

2. Do I use the rubric as a guideline to plan my essay?

- Yes I do.
- No, I don't use the rubric as a guideline.
- For now, I don't.
- Yes, because it will make my essay better.
- Yes, I think it is important.
- Yes, I use it to check.
- I use it as a guideline for my writing.
- I don't use it as a guideline, only to check for mistakes.

3. Do I use a mind-map to organize my ideas?

- Yes I do.
- For this topic, I didn't.
- Yes, I always do.
- Yes, it helps me to split my ideas up into components.
- Yes, the mind-map is my pre-essay, because I use it to plan my ideas.
- I use the mind-map to help me think.

4. Do I feel that my second draft was better than my first? If so, in what ways?

- I do feel that my second draft was better than my first draft, when I could see that the sentences would flow better than in the first draft, but I wasn't able to stay within the word limit.
- Yes, in my second draft I fixed some problems about words.
- The second draft was better than the first, because I knew the mistakes in the first draft.
- Yes I do, because in the first draft I could see my faults, and edit it in the second draft.
- Yes, the topics are not confusing as in the first draft.
- Yes, I had new ideas at the end of the first draft.
- Yes, I organize my ideas in my first draft, and organize my content in my second draft.
- Yes, in the first draft I made more mistakes than in my second draft.
- Yes, I knew the errors in my first draft, and could improve it in the second draft.
- Sure, because my first draft wasn't finished, and so confusing.
- Yes, it was better in length of words.
- I do, I corrected mistakes and re-organized.
- Yes, because the second draft is so clean and easy to read.
- Yes, because I wrote more words and more ideas.
- Yes, in every way.
- Yes, there were fewer mistakes in my second draft.

5. How can the use of a mind-map help me to improve my writing ability?

- The mind-map helped me to improve my writing ability by allowing me to write easily, without stopping to think what to write next.
- I don't forget what I want to write, and I know the steps of my writing.
- It helps as a guideline for my writing.
- I plan everything that I want to write into my mind-map.
- It can help me to develop my essay.
- I use it to organize my thoughts about topics and details.
- It helps me to have a plan in writing.
- It lets me know what I'm writing about, and to control my ideas.
- It helps me to think about every step.
- It helps me to organize my ideas.
- Maybe, but not for this topic.
- It makes it easier to write an essay, because the mind-map states many topics.
- I can see what I'll write next.
- It helps me know how to write and to write faster.
- It helps me to plan the order of my ideas in my essay.

6. What do I think is the best technique that I use in my English writing?

- I have a big vocabulary.
- I use a mind-map.
- Using a mind-map and rubric to guide my writing.
- Thinking of all the stories in my mind, and writing it down on paper.
- Concentration.
- I think if you want to be good at writing, you have to practice.
- Do not think in Thai, you should think in English.
- Doing more to get more.
- Organizing ideas before writing. It helps you to write faster.

7. What do I feel are the good qualities of my essay?

- The sentence-flow.
- My language use
- I think my ideas have good qualities.
- Things that I can improve.
- It's good, better than the past.
- My essay is simple and easy to understand.
- My essay is better than another (can convey ideas better than before)
- My ideas are clear.
- It is clean and clear, and have good support sentences.

8. What do I think still needs to be improved in my essay?

- I have to use the correct words and improve my grammar.
- Everything.
- Usage of words
- I need better sentence control.
- I need to write faster.
- Grammar.
- Word use and sentence structure.
- The development of my ideas.
- Vocabulary.
- I need more practice.

- I need to stay in the word limit.

9. How does the use of a rubric affect my writing?

- It affects my writing by allowing me to see what could be improved from my first draft in order to get a better score in my second draft.
- It helps me to identify problems of my essay.
- It helps me to rate my own writing, if I use it often, my English will improve.
- It helps me to know the right way to write.
- It helps me know how to get points.
- It tells me that my essay isn't good enough.
- It shows me a way to write.
- No, the rubric doesn't affect my writing.
- It gives me structure in my writing.
- It helps me to check the quality of my paragraphs.

10. How does the use of a mind-map affect my writing?

- My essays become more clean, no need to erase a lot.
- It helps me write better.
- It gives me a guideline, it helps me plan my essays.
- It helps me organize my ideas.
- It gives me control over my ideas.
- It helps me plan my essay.
- It makes the content of my essays less confusing.
- It improves my writing skills.
- It makes it easier for me to write.
- It helps me organize my essay in advance, and improve the order in my writing.

11. Additional thoughts on my writing experience...

- I have fewer mistakes than before, and my content is easier to understand.
- I can write better.
- Practice makes perfect.
- I can write longer.
- You have to practice every day.
- When I write, my essay is better than in the past.
- Think fast and write it in time!
- My short paragraphs became longer paragraphs.

SET D

Yes/No answers

Questions	Yes	No	Total
<i>Do I use the rubric as a guideline to plan my essay?</i>	14	2	16
<i>Do I use a mind-map to organize my ideas?</i>	14	2	16

1. How do I organize my essay?

- I found information on my topic first, then used a mind-map and rubric to help me to write.
- I planned about the topic by mind-mapping and searching for information (on the Internet). Then I wrote the first draft, edit it and wrote the final draft.
- I wrote an intro and put more information in each paragraph (using a mind-map).
- I listed my ideas in a mind-map, then wrote my essay.
- First I write a mind-map, then I find some more ideas. I write my ideas in the mind-map. Next I write a first draft from my idea in the mind-map.
- By using a mind-map, and some information from the Internet.

2. Do I use the rubric as a guideline to plan my essay?

- Yes
- No
- I use the rubric to control my essay, about words, clear ideas and sentences.
- Actually not, I use it to re-check my essay.

3. Do I use a mind-map to organize my ideas?

- Yes
- No
- Yes, a mind-map helps very much. I use the mind-map about (to document) my ideas, and when I have new ideas I can add it to the mind-map.
- I sure do, I can express my ideas as I want (it makes it easier to organize my ideas, so that I can express them more clearly).

4. Do I feel that my second draft was better than my first? If so, in what ways?

- Yes, because it's more organized, clear, and has more purpose with relevant and logical support.
- Yes, I was focusing on sentence control to make my ideas clearer.
- Yes, because when I had new ideas, I wrote it in the second draft.
- Yes, it's longer and easier to read.

5. How can the use of a mind-map help me to improve my writing ability?

- It helps me plan which parts to write first and last.
- It helps me focus on the topic.
- For planning my essay.
- To help me develop topics and sub-topics for my essay.
- It helps me think about new ideas, which I can use in my essay.
- It helps me organize my ideas and control it.

6. What do I think is the best technique that I use in my English writing?

- I use the vocabulary that I know, and what I learn from listening to English TV programs.
- Using good language.
- To give interesting information (to the reader).
- Using a mind-map.
- I pay attention to language use.
- Writing a mind-map and writing my ideas clearly.

7. What do I feel are the good qualities of my essay?

- I like that it's clean and clear.
- Interesting information and topic.
- Being able to show what I'm interested in.
- I like the last paragraph.
- My ideas.
- It may be easy to read.

8. What do I think still needs to be improved in my essay?

- My grammar.
- My conclusion.
- Grammar and sentence control.
- Using the right words and making it easier to read.
- The sentence control.

9. How does the use of a rubric affect my writing?

- It helps me in writing a better paragraph.
- It gives me word limits, and shows me what (where) I need to improve.
- It guides my writing.
- It tells me how to write a better essay.

10. How does the use of a mind-map affect my writing?

- It helps me to control my thoughts, and not mix the topics.
- It helps me control what I write about.
- My writing is more organized.
- I am better planned and know the first step of writing (how to start).

11. Additional thoughts on my writing experience...

- It is now easier to make short essays longer.
- Writing the intro and conclusion is the hardest for me

APPENDIX 8: Learning Objectives and Student Answers

Learning Objectives and Student Answers

SET A

Learning Objectives

Planning

How do I organize my essay?	Writing on paper. I plan the topic. I think about the topic and plan by mapping, and draft essay, check it. Then draft it again and make it better. I just think what to write first or later. I use a rubric. I think and plan my essay ion my brain, then I draft it on paper. I think what I want to write, then I plan it step by step, and finally check to make sure if it's right. I list what I want to write, in my mind. First, I think about the topic. Then plan what I'll write in the essay and start writing with the intro, and support and development sentences.
2. Do I use the rubric as a guideline to plan my essay?	Yes, I use the rubric as a guideline for sentence control and content organization. No, I write after I think what I can write. Yes, I use it to guide me. Yes, I read it to write a better essay. Yes, I use it to improve the next draft.
3. Do I use a mind-map to organize my ideas?	Yes, I use the mind-map to organize the order of my ideas. Just a little. Yes, it helps with how I'm going to start and end my essay. Sometimes, if I have enough time to think and write. Yes I do, because it makes it easier to write essays. No, I think it takes too much time, I'll try to use a mind-map later.

Monitoring

4. Do I feel that my second draft was better than my first? If so, in what ways?	It's clearer than the first draft. Yes, Just a little too. Because the second draft fix problems from the first draft. If I had a third draft, I think it would be better than the second. Yes, I write it more carefully, so I feel it's better, especially my spelling. Yes, because I edit any mistakes such as vocabulary, grammar and sentences. Yes, I feel it is a little better. Yes, because it has fewer mistakes. Yes, because my ideas were organized perfectly, not like the first draft. Yes, the second draft is easier to read than the first one. Yes, because the first draft wasn't ended (concluded) clearly. Yes, in every way, such as the kinds of words, I made fewer mistakes in sentences, and used better sentence structure. I do, because I used the rubric. The second drafts was in better order.
5. How can the use of a mind-map help me to improve my writing ability?	It helps me to organize my essay. A mind-map tell me what I should write about and not confuse what I am thinking. To see the big picture of my writing. It can help me if I don't have an idea. (help to develop my ideas). It can help me to organize what I want to write about each topic, and make the topic less confusing. It can help me to organize my content and control sentences. It can be a guideline, and I can follow it when I write. It can help me plan better. It can help me to focus.
6. What do I think is the best technique that I use in my English writing?	Using the mind-map and the rubric. When I write an essay I should use a mind-map. Use easy and clear words. I try to write clear and easy to understand. My language use. I just write what I think, that's the best for me. I think it's the language use. I use some experiences from listening and reading what foreigners say. I do not think in Thai, but in English, and I'm not afraid to make mistakes. I don't have, because I'm a beginner in writing.

	I write what I think and feel.
10. How does the use of a mind-map affect my writing?	It helps me with the order of my ideas. It's make me not confuse in the topic. To control the start and end of my writing. It doesn't affect my writing, it helps me. It doesn't.

Evaluation

4. Do I feel that my second draft was better than my first? If so, in what ways?	It's clearer than the first draft. Yes, Just a little too. Because the second draft fix problems from the first draft. If I had a third draft, I think it would be better than the second. Yes, I write it more carefully, so I feel it's better, especially my spelling. Yes, because I edit any mistakes such as vocabulary, grammar and sentences. Yes, I feel it is a little better. Yes, because it has fewer mistakes. Yes, because my ideas were organized perfectly, not like the first draft. Yes, the second draft is easier to read than the first one. Yes, because the first draft wasn't ended (concluded) clearly. Yes, in every way, such as the kinds of words, I made fewer mistakes in sentences, and used better sentence structure. I do, because I used the rubric. The second drafts was in better order.
6. What do I think is the best technique that I use in my English writing?	Using the mind-map and the rubric. When I write an essay I should use a mind-map. Use easy and clear words. I try to write clear and easy to understand. My language use. I just write what I think, that's the best for me. I think it's the language use. I use some experiences from listening and reading what foreigners say. I do not think in Thai, but in English, and I'm not afraid to make mistakes. I don't have, because I'm a beginner in writing. I write what I think and feel.
8. What do I think still needs to be improved in my essay?	My vocabulary. I think my sentence and grammar are not good.

	My grammar. It can help me (to improve) the structure of my writing. There's still some confusing content. Sentence structure and use of correct words. I need to make it more native-like. I need more practice. My language use. Grammar and organization.
9. How does the use of a rubric affect my writing?	It allows me to be more organized. It can guide me how to write a good essay. I can write much better (if I use it). It guides me. It makes it easier to write the right way. I am clearer about what I have to do to write a good essay (so I write better). It makes me more careful on structure. I have fewer mistakes in my writing. It doesn't affect my writing, it helps me.
7. What do I feel are the good qualities of my essay?	That it is separate in a topic, introduction, body and conclusion. Ideas are clear, not confusing. I can write my ideas clearly. My language use. The content. I don't feel good about it, because I think it's not good enough. My ideas are clear and I wrote it well in sentence and structure. Importantly, it doesn't have any mistakes in word use. I feel it's not a good essay yet.

Planning for Future Improvement

2. Do I use the rubric as a guideline to plan my essay?	Yes, I use the rubric as a guideline for sentence control and content organization. No, I write after I think what I can write. Yes, I use it to guide me. Yes, I read it to write a better essay. Yes, I use it to improve the next draft.
5. How can the use of a mind-map help me to improve my writing ability?	It helps me to organize my essay. A mind-map tell me what I should write about and not confuse what I am thinking. To see the big picture of my writing. It can help me if I don't have an idea. (help to develop my ideas). It can help me to organize what I want to write about each topic, and make the topic

	less confusing. It can help me to organize my content and control sentences. It can be a guideline, and I can follow it when I write. It can help me plan better. It can help me to focus.
9. How does the use of a rubric affect my writing?	It allows me to be more organized. It can guide me how to write a good essay. I can write much better (if I use it). It guides me. It makes it easier to write the right way. I am clearer about what I have to do to write a good essay (so I write better). It makes me more careful on structure. I have fewer mistakes in my writing. It doesn't affect my writing, it helps me.

Additional thoughts	A rubric helps me to write my essay in the correct way. Practice makes perfect, the more drafts I will write, the better it will be. Writing is important, so I must write more and more. I need to write more. I need more experience. I have to practice as much as possible. I think I am so weak. If I have a short time to write, I can't think and write. So I have to improve and practice writing in a short time. I have no experience 'till I came here.
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SET B

Learning Objectives

Planning

1. How do I organize my essay?	First, I think about the topic. Then I plan what I'll write in my essay, and start writing with an intro, support and development sentences. I use the rubric. I think before I write my essay, and write an essay and watch my sentence structure.
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	I always think what I want to write, then I plan the steps and try to write it, and finally I check it for sure that it's right. I just think about what to write first or later. I have to think and create my ideas in Thai first. Then make a sentence in English. I organize my essay by opening the dictionary for vocabulary words to use in my sentences. I use the rubric to my draft, and I use a mind-map for organizing my ideas. I use a mind-map and then write it out on paper. I list what I want to write about, in my mind. First, I think and plan my essay in my brain, then I draft it on paper. I think of my story, then write it on paper. I plan about my topic, and write it in a mind-map. I think about the topic and plan it by mapping. Then I draft an essay, check it, draft it again, then make it better.
2. Do I use the rubric as a guideline to plan my essay?	Yes No Yes I do, the rubric helps me very much. Yes, it tells me what to do, and helps me to write a better essay. I do, that's why I know what to write first and later.
3. Do I use a mind-map to organize my ideas?	Yes I do, but I think my mind-map is a little confusing. I do, I list information in a mind-map, then write sentences again. I do, because it makes it easier to organize my ideas.

Monitoring

4. Do I feel that my second draft was better than my first? If so, in what ways?	Do I feel that my second draft was better than my first? If so, in what ways? Yes, it's more organized. Yes, it has fewer mistakes. Yes, I have fixed the problems with words and sentences. Yes, my second draft is longer than the first one. Yes, I made fewer mistakes in the second draft.
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	I do, the second one is longer, and the content is clearer. Yes, I cut out some of my unnecessary sentences, and corrected some errors. Yes, because I wrote better sentences, and tried to use the right vocabulary. Yes, in every way.
5. How can the use of a mind-map help me to improve my writing ability?	It can help me to plan my essay, and which part I have to write first. It creates a plan for writing, and makes it easy to write an essay. I can organize my essay easier (that makes it easier for me to write, and I write better). It can help me to control my ideas and lets me know (see) what I want to write. It helps me plan the steps, and I can see the concept of what I want to write. It helps me to organize my content. It helps me to plan better. It helps me know what paragraph should be first and how many sub-topics I will write about. Actually, it doesn't help me so much. Better planning and better organization. It makes my topic clearer and easier to write.
6. What do I think is the best technique that I use in my English writing?	I use a lot of vocabulary. I think it's writing a mind-map. Using a mind-map and rubric to plan my writing. I always practice. Now, I think mind-map is the best technique for writing. I use a mind-map. I read more and remember vocabulary. Focusing on language use. I watch and learn. Remember what's good and use it. I write by myself. The best technique that I use is writing a first and second draft. My ideas. Practicing as much as possible. I don't think in Thai, I think in English.
10. How does the use of a mind-map affect my writing?	

Evaluation

4. Do I feel that my second draft was better than my first? If so, in what ways?	Yes, it's more organized. Yes, it has fewer mistakes. Yes, I have fixed the problems with words and sentences. Yes, my second draft is longer than the first one. Yes, I made fewer mistakes in the second draft. I do, the second one is longer, and the content is clearer. Yes, I cut out some of my unnecessary sentences, and corrected some errors. Yes, because I wrote better sentences, and tried to use the right vocabulary. Yes, in every way.
6. What do I think is the best technique that I use in my English writing?	I use a lot of vocabulary. I think it's writing a mind-map. Using a mind-map and rubric to plan my writing. I always practice. Now, I think mind-map is the best technique for writing. I use a mind-map. I read more and remember vocabulary. Focusing on language use. I watch and learn. Remember what's good and use it. I write by myself. The best technique that I use is writing a first and second draft. My ideas. Practicing as much as possible. I don't think in Thai, I think in English.
8. What do I think still needs to be improved in my essay?	I have to make it longer. Sentence control and grammar. Word use and grammar. I need to develop my vocabulary and sentences. I need to make less errors. The content is not enough yet. My ideas. My sentences. I need more information about the topic. Language use and sentence control.
9. How does the use of a rubric affect my writing?	It can let me know if my sentences are correct or not. I will know what points to make better. It guides (the quality of) my essay.

	It shows me how to write to get more points.
7. What do I feel are the good qualities of my essay?	It's short and easy to read. I think it's my ideas. I can write it as I planned. I always think my essay isn't very good. The new techniques I use. Writing correct words. It's my attention. It's easy to read and to understand. The sentences are fluent. It's short and easy to read. It's easy to understand.

Planning for Future Improvement

2. Do I use the rubric as a guideline to plan my essay?	Yes No Yes I do, the rubric helps me very much. Yes, it tells me what to do, and helps me to write a better essay. I do, that's why I know what to write first and later.
5. How can the use of a mind-map help me to improve my writing ability?	It can help me to plan my essay, and which part I have to write first. It creates a plan for writing, and makes it easy to write an essay. I can organize my essay easier (that makes it easier for me to write, and I write better). It can help me to control my ideas and lets me know (see) what I want to write. It helps me plan the steps, and I can see the concept of what I want to write. It helps me to organize my content. It helps me to plan better. It helps me know what paragraph should be first and how many sub-topics I will write about. Actually, it doesn't help me so much. Better planning and better organization. It makes my topic clearer and easier to write.
9. How does the use of a rubric affect my writing?	It can let me know if my sentences are correct or not. I will know what points to make better. It guides (the quality of) my essay. It shows me how to write to get more points.

Additional thoughts	
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SET C
Learning Objectives

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Planning

1. How do I organize my essay?	I start with an introduction, telling what my essay would be about with little or no details. Then I start writing my first paragraph, followed by the second and third with different ideas and details in each paragraph. Then I conclude my essay with a conclusion. I use a mind-map. I use the rubric and mind-map to plan my writing. I plan my ideas into a mind-map first, then I write the first draft and edit in the second draft. I use a mind-map and a dictionary. I think before I write, then I write my ideas on a mind-map. I think about the topic and write it. I write an introduction, paragraphs and a conclusion.
2. Do I use the rubric as a guideline to plan my essay?	Yes I do. No, I don't use the rubric as a guideline. For now, I don't. Yes, because it will make my essay better. Yes, I think it is important. Yes, I use it to check. I use it as a guideline for my writing. I don't use it as a guideline, only to check for mistakes.
3. Do I use a mind-map to organize my ideas?	Yes I do. For this topic, I didn't. Yes, I always do. Yes, it helps me to split my ideas up into components. Yes, the mind-map is my pre-essay, because I use it to plan my ideas. I use the mind-map to help me think.

Monitoring

4. Do I feel that my second draft was better than my first? If so, in what ways?	I do feel that my second draft was better than my first draft, when I could see that the sentences would flow better than in the first draft, but I wasn't able to stay within the word limit. Yes, in my second draft I fixed some problems about words. The second draft was better than the first, because I knew the mistakes in the first draft. Yes I do, because in the first draft I could see my faults, and edit it in the second draft. Yes, the topics are not confusing as in the first draft. Yes, I had new ideas at the end of the first draft. Yes, I organize my ideas in my first draft, and organize my content in my second draft. Yes, in the first draft I made more mistakes than in my second draft. Yes, I knew the errors in my first draft, and could improve it in the second draft. Sure, because my first draft wasn't finished, and so confusing. Yes, it was better in length of words. I do, I corrected mistakes and re-organized. Yes, because the second draft is so clean and easy to read. Yes, because I wrote more words and more ideas. Yes, in every way. Yes, there were fewer mistakes in my second draft.
5. How can the use of a mind-map help me to improve my writing ability?	The mind-map helped me to improve my writing ability by allowing me to write easily, without stopping to think what to write next. I don't forget what I want to write, and I know the steps of my writing. It helps as a guideline for my writing. I plan everything that I want to write into my mind-map. It can help me to develop my essay. I use it to organize my thoughts about topics and details. It helps me to have a plan in writing. It lets me know what I'm writing about, and to control my ideas. It helps me to think about every step. It helps me to organize my ideas. Maybe, but not for this topic.

	It makes it easier to write an essay, because the mind-map states many topics. I can see what I'll write next. It helps me know how to write and to write faster. It helps me to plan the order of my ideas in my essay.
6. What do I think is the best technique that I use in my English writing?	I have a big vocabulary. I use a mind-map. Using a mind-map and rubric to guide my writing. Thinking of all the stories in my mind, and writing it down on paper. Concentration. I think if you want to be good at writing, you have to practice. Do not think in Thai, you should think in English. Doing more to get more. Organizing ideas before writing. It helps you to write faster.
10. How does the use of a mind-map affect my writing?	My essays become more clean, no need to erase a lot. It helps me write better. It gives me a guideline, it helps me plan my essays. It helps me organize my ideas. It gives me control over my ideas. It helps me plan my essay. It makes the content of my essays less confusing. It improves my writing skills. It makes it easier for me to write. It helps me organize my essay in advance, and improve the order in my writing.

Evaluation

4. Do I feel that my second draft was better than my first? If so, in what ways?	I do feel that my second draft was better than my first draft, when I could see that the sentences would flow better than in the first draft, but I wasn't able to stay within the word limit. Yes, in my second draft I fixed some problems about words. The second draft was better than the first, because I knew the mistakes in the first draft. Yes I do, because in the first draft I could see my faults, and edit it in the second
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	draft. Yes, the topics are not confusing as in the first draft. Yes, I had new ideas at the end of the first draft. Yes, I organize my ideas in my first draft, and organize my content in my second draft. Yes, in the first draft I made more mistakes than in my second draft. Yes, I knew the errors in my first draft, and could improve it in the second draft. Sure, because my first draft wasn't finished, and so confusing. Yes, it was better in length of words. I do, I corrected mistakes and re-organized. Yes, because the second draft is so clean and easy to read. Yes, because I wrote more words and more ideas. Yes, in every way. Yes, there were fewer mistakes in my second draft.
6. What do I think is the best technique that I use in my English writing?	I have a big vocabulary. I use a mind-map. Using a mind-map and rubric to guide my writing. Thinking of all the stories in my mind, and writing it down on paper. Concentration. I think if you want to be good at writing, you have to practice. Do not think in Thai, you should think in English. Doing more to get more. Organizing ideas before writing. It helps you to write faster.
8. What do I think still needs to be improved in my essay?	I have to use the correct words and improve my grammar. Everything. Usage of words I need better sentence control. I need to write faster. Grammar. Word use and sentence structure. The development of my ideas. Vocabulary. I need more practice. I need to stay in the word limit.
9. How does the use of a rubric affect my writing?	It affects my writing by allowing me to see

	what could be improved from my first draft in order to get a better score in my second draft. It helps me to identify problems of my essay. It helps me to rate my own writing, if I use it often, my English will improve. It helps me to know the right way to write. It helps me know how to get points. It tells me that my essay isn't good enough. It shows me a way to write. No, the rubric doesn't affect my writing. It gives me structure in my writing. It helps me to check the quality of my paragraphs.
7. What do I feel are the good qualities of my essay?	The sentence-flow. My language use I think my ideas have good qualities. Things that I can improve. It's good, better than the past. My essay is simple and easy to understand. My essay is better than another (can convey ideas better than before) My ideas are clear. It is clean and clear, and have good support sentences.

Planning for Future Improvement

2. Do I use the rubric as a guideline to plan my essay?	Yes I do. No, I don't use the rubric as a guideline. For now, I don't. Yes, because it will make my essay better. Yes, I think it is important. Yes, I use it to check. I use it as a guideline for my writing. I don't use it as a guideline, only to check for mistakes.
5. How can the use of a mind-map help me to improve my writing ability?	The mind-map helped me to improve my writing ability by allowing me to write easily, without stopping to think what to write next. I don't forget what I want to write, and I know the steps of my writing. It helps as a guideline for my writing. I plan everything that I want to write into my mind-map. It can help me to develop my essay.

	I use it to organize my thoughts about topics and details. It helps me to have a plan in writing. It lets me know what I'm writing about, and to control my ideas. It helps me to think about every step. It helps me to organize my ideas. Maybe, but not for this topic. It makes it easier to write an essay, because the mind-map states many topics. I can see what I'll write next. It helps me know how to write and to write faster. It helps me to plan the order of my ideas in my essay.
9. How does the use of a rubric affect my writing?	It affects my writing by allowing me to see what could be improved from my first draft in order to get a better score in my second draft. It helps me to identify problems of my essay. It helps me to rate my own writing, if I use it often, my English will improve. It helps me to know the right way to write. It helps me know how to get points. It tells me that my essay isn't good enough. It shows me a way to write. No, the rubric doesn't affect my writing. It gives me structure in my writing. It helps me to check the quality of my paragraphs.
Additional Thoughts	I have fewer mistakes than before, and my content is easier to understand. I can write better. Practice makes perfect. I can write longer. You have to practice every day. When I write, my essay is better than in the past. Think fast and write it in time! My short paragraphs became longer paragraphs.

SET D

Learning Objectives

Planning

1.. How do I organize my essay?	I found information on my topic first, then used a mind-map and rubric to help me to write. I planned about the topic by mind-mapping and searching for information (on the Internet). Then I wrote the first draft, edit it and wrote the final draft. I wrote an into and put more information in each paragraph (using a mind-map). I listed my ideas in a mind-map, then wrote my essay. First I write a mind-map, then I find some more ideas. I write my ideas in the mind-map. Next I write a first draft from my idea in the mind-map. By using a mind-map, and some information from the Internet.
2. Do I use the rubric as a guideline to plan my essay?	Yes No I use the rubric to control my essay, about words, clear ideas and sentences. Actually not, I use it to re-check my essay.
3. Do I use a mind-map to organize my ideas?	Yes No Yes, a mind-map helps very much. I use the mind-map about (to document) my ideas, and when I have new ideas I can add it to the mind-map. I sure do, I can express my ideas as I want (it makes it easier to organize my ideas, so that I can express them more clearly).

Monitoring

4. Do I feel that my second draft was better than my first? If so, in what ways?	Yes, because it's more organized, clear, and has more purpose with relevant and logical support. Yes, I was focusing on sentence control to make my ideas clearer. Yes, because when I had new ideas, I wrote it in the second draft. Yes, it's longer and easier to read.
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5. How can the use of a mind-map help me to improve my writing ability?	It helps me plan which parts to write first and last. It helps me focus on the topic. For planning my essay. To help me develop topics and sub-topics for my essay. It helps me think about new ideas, which I can use in my essay. It helps me organize my ideas and control it.
6. What do I think is the best technique that I use in my English writing?	I use the vocabulary that I know, and what I learn from listening to English TV programs. Using good language. To give interesting information (to the reader). Using a mind-map. I pay attention to language use. Writing a mind-map and writing my ideas clearly.
10. How does the use of a mind-map affect my writing?	It helps me to control my thoughts, and not mix the topics. It helps me control what I write about. My writing is more organized. I am better planned and know the first step of writing (how to start).

Evaluation

4. Do I feel that my second draft was better than my first? If so, in what ways?	Yes, because it's more organized, clear, and has more purpose with relevant and logical support. Yes, I was focusing on sentence control to make my ideas clearer. Yes, because when I had new ideas, I wrote it in the second draft. Yes, it's longer and easier to read.
6. What do I think is the best technique that I use in my English writing?	I use the vocabulary that I know, and what I learn from listening to English TV programs. Using good language. To give interesting information (to the reader). Using a mind-map. I pay attention to language use. Writing a mind-map and writing my ideas clearly.

8. What do I think still needs to be improved in my essay?	My grammar. My conclusion. Grammar and sentence control. Using the right words and making it easier to read. The sentence control.
9. How does the use of a rubric affect my writing?	It helps me in writing a better paragraph. It gives me word limits, and shows me what (where) I need to improve. It guides my writing. It tells me how to write a better essay.
7. What do I feel are the good qualities of my essay?	I like that it's clean and clear. Interesting information and topic. Being able to show what I'm interested in. I like the last paragraph. My ideas. It may be easy to read.

Planning for Future Improvement

2. Do I use the rubric as a guideline to plan my essay?	Yes No I use the rubric to control my essay, about words, clear ideas and sentences. Actually not, I use it to re-check my essay.
5. How can the use of a mind-map help me to improve my writing ability?	It helps me plan which parts to write first and last. It helps me focus on the topic. For planning my essay. To help me develop topics and sub-topics for my essay. It helps me think about new ideas, which I can use in my essay. It helps me organize my ideas and control it.
9. How does the use of a rubric affect my writing?	It helps me in writing a better paragraph. It gives me word limits, and shows me what (where) I need to improve. It guides my writing. It tells me how to write a better essay.

Additional thoughts	It is now easier to make short essays longer. Writing the intro and conclusion is the hardest for me
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PAYAP UNIVERSITY

**APPENDIX 9: Data Collected from students Per Set and Overall Class
Attendance**

Data collected from students per set and Overall Class Attendance

Number	Set A	Set B	Set C	Set D	Attendance
1	√	√	√	√	95%
2	√	√	√	√	65%
3	√	√	√	√	65%
4	√	√	√	√	70%
5	√				60%
6	√	√	√	√	60%
7	√	√	√	√	75%
8	√	√	√	√	55%
9					40%
10	√	√	√	√	60%
11	√	√	√	√	70%
12	√	√			55%
13	√	√	√	√	75%
14					50%
15	√	√	√	√	100%
16			√	√	20%
17	√	√	√	√	75%
18		√			55%
19					20%
20	√	√	√	√	65%
21	√	√	√	√	95%
22	√	√	√	√	95%
23	√	√	√	√	75%

APPENDIX 10: Complete Average Essay Scores

Complete Average Essay Scores

Number	Set A	Set B	Set C	Set D	Average
1	67.5	75	70	47.5	65
2	75	80	82.5	87.5	81
3	57.5	67.5	70	80	69
4	77.5	75	72.5	75	75
5					
6	50	75	57.5	62.5	61
7	75	75	82.5	72.5	76
8	62.5	75	82.5	87.5	77
9					
10	57.5	72.5	70	82.5	71
11	60	70	75	77.5	71
12					
13	65	75	75	82.5	74
14					
15	65	60	75	77.5	69
16					
17	70	72.5	82.5	87.5	78
18					
19					
20	77.5	62.5	77.5	92.5	78
21	67.5	85	82.5	90	81
22	57.5	70	67.5	92.5	72
23	72.5	77.5	87.5	90	82
Mean Rating	66.09	72.66	75.31	80.63	

APPENDIX 11: Grades for essays and grade averages for all sets

Grades for essays and grade averages for all sets

SET A

Number	Grading A	Grading B	Average grade
1	75	60	67.5
2	65	85	75
3	55	60	57.5
4	90	65	77.5
5	√		
6	50	50	50
7	70	80	75
8	60	65	62.5
9			
10	55	60	57.5
11	55	65	60
12	√	√	
13	60	70	65
14			
15	75	55	65
16			√
17	70	70	70
18		√	
19			
20	80	75	77.5
21	75	60	67.5
22	50	65	57.5
23	70	75	72.5

SET B

Number	Grades from grader A	Grades from grader B	Average grade
1	90	60	75
2	75	85	80
3	65	70	67.5
4	75	75	75
5	√		
6	80	70	75
7	70	80	75
8	75	75	75
9			
10	70	75	72.5
11	70	70	70

12	√	√	
13	70	80	75
14			
15	70	50	60
16			√
17	70	75	72.5
18		√	
19			
20	55	70	62.5
21	65	95	80
22	65	75	70
23	75	80	77.5

SET C

Number	Grades from grader A	Grades from grader B	Average grade
1	75	65	70
2	80	85	82.5
3	70	70	70
4	70	75	72.5
5	√		
6	65	50	57.5
7	70	95	82.5
8	85	80	82.5
9			
10	70	70	70
11	70	80	75
12	√	√	
13	75	75	75
14			
15	75	75	75
16			√
17	75	80	82.5
18		√	
19			
20	80	75	77.5
21	70	95	82.5
22	60	75	67.5
23	90	85	87.5

SET D

Number	Grades from grader A	Grades from grader B	Average grade
1	70	25	47.5
2	75	100	87.5
3	75	85	80
4	75	75	75
5	√		
6	65	60	62.5
7	55	90	72.5
8	90	85	87.5
9			
10	85	80	82.5
11	75	80	77.5
12	√	√	
13	80	85	82.5
14			
15	80	75	77.5
16			√
17	90	85	87.5
18		√	
19			
20	90	95	92.5
21	90	90	90
22	85	100	92.5
23	90	90	90