



Siam University, Thailand  
International College  
LCIC

**SI TEST Guideline**

Siam University International College Test for English Proficiency (SI-TEST) consists of four sections including speaking, reading, writing, and listening. The total score is 120 and the test takes 2 hours and 30 minutes. The details are as follows:

No.	Exam Section	Number of Questions	Total Time (minutes)	Total Score
1	Listening	30	20	30
2	Reading	30	60	30
3	Writing	2	60	30
4	Speaking	2-3	10	30

**Exam Structure**

**1. Listening Section**

Part	Type of Questions	Number of Questions	Score
1	True/ False	10	5
2	Multiple choice	10	10
3	Gap filling	10	15

**2. Reading Section**

Part	Type of Questions	Number of Questions	Score
1	Multiple choice	10	5



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Part	Type of Questions	Number of Questions	Score
2	True/False/Not Given	10	10
3	Gap filling	10	15

**3. Writing Section**

Part	Type of Questions	Number of Questions	Score
1	Describing a picture	1	120
2	Essay writing	1	120

**Note: See the assessment and scoring rubric on pages 4 & 5.**

**4. Speaking Section**

Part	Type of Questions	Number of Questions	Score
1	General questions	1	60
2	1-2 min talk on a chosen topic	1	60
3*	Discussion on abstract topics/ideas	4-5	60

**Note: See the assessment and scoring rubric on pages 7 & 9.**

**\*Applicants who can show a higher level of proficiency than B2 will be given the chance to take Part 3 of speaking skill for English weaver.**



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**RULES AND REGULATIONS**

1. Applicants must bring proof of identity: NATIONAL ID CARD (for THAI applicant).  
STUDENT ID CARD or PASSPORT (as cited on your registration form) must:
  - a. be an original document; photocopied documents are not acceptable
  - b. be an valid; expired documents are not acceptable
  - c. include your full name exactly matching the name and ID document used for registration
  - d. include a recent and recognizable photograph
2. Applicants must arrive on time. If you are late, you will not be allowed to enter the exam room.
3. All personal belongings are not allowed in the test room.
4. All electronic devices (including cell phones, all watches, calculators, and etc.) are prohibited.
5. At the end of the exam you must stay in your seat until all answer sheets, question papers and other test materials have been collected by the invigilator.



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**SI TEST: Writing Scoring Rubric**

**Table 1: Comparing CEFR with SI-TEST Scale (Content based) OVERALL WRITTEN**

<b>CEFR</b>	<b>Definition</b>	<b>SI-TEST (Writing)</b>
<b>A1</b>	Can write simple isolated phrases and sentences.	<b>0 - 5</b>
<b>A2</b>	Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”	<b>6 - 10</b>
<b>B1</b>	Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.	<b>11 - 15</b>
<b>B2</b>	Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources.	<b>16 - 20</b>
<b>C1</b>	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion	<b>21 - 25</b>
<b>C2</b>	Can write clear, smoothly flowing, complex texts in an appropriate and effective style and a logical structure which helps the reader to find significant points.	<b>26 - 30</b>

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**SI TEST: Writing Assessment Rubric**

**Table 2: SI-Test Writing Assessment Criteria (Skills based)**

Score	Thesis Statement	Topic Sentence (TS)	Vocabulary, Register and Language Use
<b>25-30</b>	<ul style="list-style-type: none"> <li>-The thesis statement names the topic of the essay as directed by prompt and outlines all the main points to be discussed.</li> <li>-The TS clearly states the main idea of each supporting paragraph.</li> <li>-The conclusion is very strong and relates to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>-Includes 2-3 pieces of evidence (facts, statistics, examples, experiences) that support the thesis statement and TS</li> <li>-Development of ideas is very thorough and logical.</li> <li>-Transitions are appropriately used to show how ideas are connected.</li> <li>-The essay length is approximately 350 words.</li> </ul>	<ul style="list-style-type: none"> <li>-Excellent choice of words with very few errors</li> <li>-Appropriate academic register</li> <li>-Displays consistent facility in the use of language</li> <li>-Demonstrates syntactic variety</li> <li>-Very few errors in grammar, spelling or punctuation</li> </ul>
<b>19-24</b>	<ul style="list-style-type: none"> <li>-The thesis statement names the topic of the essay as directed by the prompt and outlines some points.</li> <li>-The TS of each supporting paragraph is strong.</li> <li>-The conclusion is strong and relates to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>-Includes 2-3 pieces of evidence but one piece is not relevant</li> <li>-Development of ideas is thorough and logical.</li> <li>-Transitions are appropriately used most of the time.</li> <li>-The essay length is approximately 200-300 words.</li> </ul>	<ul style="list-style-type: none"> <li>-Good choice of words with few errors</li> <li>-Quite appropriate academic register</li> <li>-Displays facility in the use of language</li> <li>-Demonstrates some syntactic variety</li> <li>-Few errors in grammar, spelling or punctuation</li> </ul>
<b>13-18</b>	<ul style="list-style-type: none"> <li>-The thesis statement names the topic of the essay as directed by the prompt and outlines a few points.</li> </ul>	<ul style="list-style-type: none"> <li>-Includes 2-3 pieces of evidence but one piece is not relevant</li> <li>-Development of ideas is quite thorough</li> </ul>	<ul style="list-style-type: none"> <li>-Fair choice of words with a few errors</li> <li>-Somewhat appropriate academic register</li> <li>-Displays facility in the use of language</li> </ul>

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Score	Thesis Statement	Topic Sentence (TS)	Vocabulary, Register and Language Use
7-12	<ul style="list-style-type: none"> <li>-The TS of each supporting paragraph adequately states the main idea.</li> <li>-The conclusion is recognizable but somewhat relates to the topic.</li> <li>-The thesis statement outlines some of the main points to be discussed but does not name the topic.</li> <li>-The TS of each supporting paragraph weakly states the main idea.</li> <li>-The conclusion is barely recognizable and mostly unrelated to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>and somewhat logical.</li> <li>-Transitions are sometimes appropriately used.</li> <li>-The essay length is approximately 100-200 words.</li> <li>-Includes 2-3 pieces of evidence but most is irrelevant</li> <li>-Development of ideas is somewhat thorough and logical.</li> <li>-Transitions are rarely appropriately used.</li> <li>-The essay length is approximately 75-100 words.</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrates some syntactic variety</li> <li>-A few errors in grammar, spelling or punctuation</li> <li>-Poor choice of words with many errors, especially with key words</li> <li>-Not quite academic register</li> <li>-Demonstrates limited syntactic variety</li> <li>-Some errors in grammar, spelling or punctuation</li> </ul>
1-6	<ul style="list-style-type: none"> <li>-The thesis statement does not name the topic and does not preview what will be discussed.</li> <li>-The TS of each supporting paragraph is unclear, or not stated.</li> <li>-No conclusion</li> </ul>	<ul style="list-style-type: none"> <li>-Includes only one relevant piece of evidence</li> <li>-Development of ideas is weak or illogical.</li> <li>-Transitions are barely used or often used incorrectly.</li> <li>-The essay length is approximately 50-75 words.</li> </ul>	<ul style="list-style-type: none"> <li>-Very poor choice of words with many vocabulary errors , especially with key words</li> <li>-Not academic register</li> <li>-Demonstrates very limited syntactic variety</li> <li>-So many errors in grammar, spelling or punctuation that hinder comprehension</li> </ul>
0	<b>The essay is not related to the topic OR only ONE paragraph is written OR no response.</b>		



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**SI TEST: Speaking Scoring Rubric**

**Table 1: Comparing CEFR with SI-TEST Scale (Content based)**

CEFR	Definition	SI-TEST (Speaking)
<b>A1</b>	<p><b>Makes simple statements on personal details and very familiar topics.</b></p> <ul style="list-style-type: none"> <li>• Can make him/herself understood in a simple way, asking and answering questions about personal details, provided the other person talks slowly and clearly and is prepared to help.</li> <li>• Can manage very short, isolated, mainly pre-packaged utterances. Much pausing to search for expressions, to articulate less familiar words..</li> </ul>	<b>0 - 5</b>
<b>A2</b>	<p><b>Relates basic information on, e.g. work, family, free time etc.</b></p> <ul style="list-style-type: none"> <li>• Can communicate in a simple and direct exchange of information on familiar matters.</li> <li>• Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.</li> <li>• Can describe in simple terms family, living conditions, educational background, present or most recent job. Uses some simple structures correctly, but may systematically make basic mistakes.</li> </ul>	<b>6 - 10</b>
<b>B1</b>	<p><b>Relates comprehensively the main points he/she wants to make.</b></p> <ul style="list-style-type: none"> <li>• Can keep going comprehensively, even though pausing for grammatical and lexical planning and repair may be very evident.</li> <li>• Can link discrete, simple elements into a connected sequence to give straightforward descriptions on a variety of familiar subjects within his/her field of interest. Reasonably accurate use of main repertoire associated with more predictable situations</li> </ul>	<b>11 - 15</b>
<b>B2</b>	<p><b>Expresses points of view without noticeable strain.</b></p> <ul style="list-style-type: none"> <li>• Can interact on a wide range of topics and produce</li> </ul>	<b>16 - 20</b>



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CEFR	Definition	SI-TEST (Speaking)
	<p>stretches of language with a fairly even tempo.</p> <ul style="list-style-type: none"> <li>• Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest. Does not make errors which cause misunderstanding.</li> </ul>	
<b>C1</b>	<p><b>Shows fluent, spontaneous expression in clear, well-structured speech.</b></p> <ul style="list-style-type: none"> <li>• Can express him/herself fluently and spontaneously, almost effortlessly, with a smooth flow of language.</li> <li>• Can give clear, detailed descriptions of complex subjects. High degree of accuracy; errors are rare.</li> </ul>	<b>21 - 25</b>
<b>C2</b>	<p><b>Conveys finer shades of meaning precisely and naturally.</b></p> <ul style="list-style-type: none"> <li>• Can express him/herself spontaneously and very fluently, interacting with ease and skill, and differentiating finer shades of meaning precisely.</li> <li>• Can produce clear, smoothly-flowing, well-structured descriptions.</li> </ul>	<b>26 - 30</b>





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**SI TEST: Speaking Assessment Rubric**

**Table 2: SI-Test Speaking Assessment Criteria (Skills based)**

	<b>Range</b>	<b>Accuracy</b>	<b>Fluency</b>	<b>Interaction</b>	<b>Coherence</b>
<b>C2 6 p.</b>	Shows great flexibility reformulating ideas in differing linguistic forms to convey finer shades of meaning precisely, to give emphasis, to differentiate ambiguity. Also has a good command of idiomatic expressions and colloquialisms.	Maintains consistent grammatical control of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions)	Can express him/herself spontaneously at length with a natural colloquial flow, avoiding or backtracking around any difficulty so smoothly that the interlocutor is hardly aware of it.	Can interact with ease and skill, picking up and using non-verbal and intonational cues apparently effortlessly. Can interweave his/her contribution into the joint discourse with fully natural turn taking, referencing, allusion making etc.	Can create coherent and cohesive discourse making full and appropriate use of a variety of organizational patterns and a wide range of connectors and other cohesive devices
<b>C1 5 p.</b>	Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of general, academic professional or leisure topics without having to restrict what he/she wants to say	Consistently maintains a high degree of grammatical accuracy; errors are rare, difficult to spot and generally corrected when they do occur	Can express him/herself fluently and spontaneously, almost effortlessly. Only a subject can hinder a natural, smooth flow of language.	Can select a suitable phrase from a readily available range of discourse functions to preface his remarks in order to get or to keep the floor and to relate his/her own contributions skilfully to those of other speakers.	Can produce clear, smoothly flowing well-structured speech, showing controlled use of organizational patterns, connectors and cohesive devices.

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	<b>Range</b>	<b>Accuracy</b>	<b>Fluency</b>	<b>Interaction</b>	<b>Coherence</b>
<b>B2 4 p.</b>	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistake	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches of patterns and expressions, there are few noticeably long pauses	Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
<b>B1 3 p.</b>	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topic	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensively, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
<b>A2 2 p.</b>	Uses basic sentence patterns with memorized phrases, groups of a few words and formulate in order to communicate limited information in simple	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and formulation are very evident,	Can ask and answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep	Can link groups of words with simple connections like "and", "but" and "because".

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	<b>Range</b>	<b>Accuracy</b>	<b>Fluency</b>	<b>Interaction</b>	<b>Coherence</b>
	everyday situations.			conversation going on his/her own accord	
<b>A1 1 p.</b>	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situation	Show only limited control of a few simple grammatical structures and sentence patterns in a memorized repertoire	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then"

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