Adult General Education

EVALUATION

Criterion-Referenced Rubrics

For: _____
Adult Learner's Name

By: _____
Teacher's Name

_____
Date

Diversified Basic Education Program
English Language Arts

English, Research and Persuasion
ENG-5103-3

Competency 1: Uses language/talk to communicate and to learn (40%)

Instructions:

- For each criterion, circle the statement(s) that best correspond(s) to the adult learner's performance level.
- In the last column, enter the mark that corresponds to the assigned rating(s). The only mark that can be allotted for a given level is that indicated in the rubric.

Rating scale / Evaluation criteria and task	Excellent	Very good	Good	Weak	Very weak	Mark
1.1 Effective communication of ideas **Oral presentation**	A very effective and captivating introduction to the topic that orients the audience (5)	An effective and captivating introduction to the topic that orients the audience (4)	An adequate introduction to the topic that orients the audience (3)	A weak introduction to the topic that provides little orientation (2)	An ineffective and unfocused introduction that provides no orientation (1)	__/25
	Always uses neutral and objective language (5)	Usually uses neutral and objective language (4)	Sometimes uses neutral and objective language (3)	Rarely uses neutral and objective language (2)	Language is not neutral and objective (1)	
	Always presents information (facts, statistics, expert opinions, etc.) in a very compelling, convincing and demonstrative manner (5)	Usually presents information (facts, statistics, expert opinions, etc.) in a compelling, convincing and demonstrative manner (4)	Sometimes presents information (facts, statistics, expert opinions, etc.) in a compelling, convincing and demonstrative manner (3)	Rarely presents information (facts, statistics, expert opinions, etc.) in a compelling, convincing and demonstrative manner (2)	Information (facts, statistics, expert opinions, etc.) is not presented in a compelling, convincing and demonstrative manner (1)	
	A very effective use of at least one visual device (5)	An effective use of at least one visual device (4)	A somewhat effective use of at least one visual device (3)	An ineffective use of a visual device (2)	Visual device used is inapplicable and unrelated (1)	
	Conclusion of oral presentation is very effective (5)	Conclusion of oral presentation is effective (4)	Conclusion of oral presentation is satisfactory (3)	Conclusion of oral presentation is unfocused (2)	Conclusion of oral presentation is ineffective and/or incomplete (1)	

Rating scale / Evaluation criteria and task	Excellent	Very good	Good	Weak	Very weak	Mark
1.3 Appropriate use of language conventions **Oral presentation**	Very effective use of all oral communication features (tone, emphasis, speed, etc.) to generate and maintain interest (5)	Effective use of most oral communication features (tone, emphasis, speed, etc.) to generate and maintain interest (4)	Adequate use of oral communication features (tone, emphasis, speed, etc.) to generate and maintain interest (3)	Use of oral communication features (tone, emphasis, speed, etc.) rarely generates and maintains interest (2)	Oral communication features (tone, emphasis, speed, etc.) are not used effectively (1)	___/15
	Very effective adaptation of language (style and register) to the context and audience (5)	Effective adaptation of language (style and register) to the context and audience (4)	Adequate adaptation of language (style and register) to the context and audience (3)	Inconsistent adaptation of language (style and register) to the context and audience (2)	Language (style and register) is not adapted to the context and audience (1)	
	Very effective use of body language to enhance the presentation (5)	Effective use of body language to enhance the presentation (4)	Adequate use of body language to enhance the presentation (3)	Use of body language does little to enhance the presentation (2)	Ineffective use of body language (1)	

NOTE: Assign a mark of 0 when the adult learner's performance does not correspond to any of the statements in the rubric.

MARK FOR COMPETENCY 1: ___/40

Competency 2: Reads and listens to written, spoken and media texts (20%)

Instructions:

- For each criterion, circle the statement(s) that best correspond(s) to the adult learner's performance level.
- In the last column, enter the mark that corresponds to the assigned rating(s). <u>The only mark that can be allotted for a given level is that indicated in the rubric</u>.

Rating scale / Evaluation criteria and task	Excellent	Very good	Good	Weak	Very weak	Mark
2.1 **Coherent construction of meaning from texts** **Comparative analysis**	Clearly justifies own preference with very perceptive references to the preferred text by: - distinguishing between facts and opinions - differentiating emotional language, generalizations and stereotypes from neutral language (5)	Justifies own preference with perceptive references to the preferred text by: - distinguishing between facts and opinions - differentiating emotional language, generalizations and stereotypes from neutral language (4)	Adequate explanation of own preference with general references to the preferred text by: - distinguishing between facts and opinions - differentiating emotional language, generalizations and stereotypes from neutral language (3)	Expresses a tentative preference with occasional references to the text and does little to: - distinguish between facts and opinions - differentiate emotional language, generalizations and stereotypes from neutral language (2)	Expresses a vague or unsubstantiated preference with no reference to the text and does not: - distinguish between facts and opinions - differentiate emotional language, generalizations and stereotypes from neutral language (1)	__/5
2.2 **Demonstration of understanding contextual connections** **Comparative analysis**	Makes very perceptive connections between the two texts (similarities and differences) (5)	Makes perceptive connections between the two texts (similarities and differences) (4)	Makes general connections between the two texts (similarities and differences) (3)	Makes few related or logical connections between the two texts (similarities and differences) (2)	Makes unrelated or illogical connections between the two texts (similarities and differences) (1)	__/5

Rating scale Evaluation criteria and task	Excellent	Very good	Good	Weak	Very weak	Mark
2.3 **Thorough comprehension of structures and features of texts** **Comparative analysis**	Draws extensive meaning from textual features (points of view, language) to interpret texts (5)	Draws thorough meaning from textual features (points of view, language) to interpret texts (4)	Draws adequate meaning from textual features (points of view, language) to interpret texts (3)	Draws limited meaning from textual features (points of view, language) to interpret texts (2)	Draws literal meaning (no inferences) from textual features (points of view, language) to interpret texts (1)	__/5
2.4 **Critical interpretation of texts** **Comparative analysis**	Offers a discerning judgment on the overall value, persuasiveness, relevance and completeness of the texts' arguments and evidence (5)	Offers a thoughtful judgment on the overall value, persuasiveness, relevance and completeness of the texts' arguments and evidence (4)	Offers a sensible judgment on the overall value, persuasiveness, relevance and completeness of the texts' arguments and evidence (3)	Offers a partial judgment on the overall value, persuasiveness, relevance and completeness of the texts' arguments and evidence (2)	Judgment lacks value and merely restates the texts' arguments and evidence (1)	__/5

NOTE: Assign a mark of 0 when the adult learner's performance does not correspond to any of the statements in the rubric.

MARK FOR COMPETENCY 2: ___/20

Competency 3: Produces texts for personal and social purposes (40%)

Instructions:

- For each criterion, circle the statement(s) that best correspond(s) to the adult learner's performance level.
- In the last column, enter the mark that corresponds to the assigned rating(s). <u>The only mark that can be allotted for a given level is that indicated in the rubric</u>.

Evaluation criteria and task / Rating scale	Excellent	Very good	Good	Weak	Very weak	Mark
3.1 Effective organization of texts to communicate **Argumentative article/essay**	Develops a very clearly defined stance with effective arguments and information (5)	Develops a clearly defined stance with effective arguments and information (4)	Develops a defined stance with sufficient arguments and information (3)	Stance is unclear and unfocused with weak arguments and insufficient information (2)	Stance is not evident and lacks arguments and information (1)	__/15
	Maintains very strong coherence and cohesion throughout the text (5)	Maintains strong coherence and cohesion throughout the text (4)	Maintains adequate coherence and cohesion throughout the text (3)	Coherence and cohesion throughout the text is weak (2)	Lack of coherence and cohesion throughout the text impedes argument (1)	
	Presents ideas and arguments in a very clear, logical and organized manner (5)	Presents ideas and arguments in a clear, logical and organized manner (4)	Presents ideas and arguments in a logical and somewhat organized manner (3)	Presents ideas and arguments in a confusing and poorly organized manner (2)	Presents ideas and arguments in a manner that impedes comprehension (1)	
3.2 Appropriate adaptation of language for audience and purpose **Argumentative article/essay**	Always uses appropriate tone and register to support stance or argument (5)	Usually uses appropriate tone and register to support stance or argument (4)	Sometimes uses appropriate tone and register to support stance or argument (3)	Rarely uses appropriate tone and register to support stance or argument (2)	Tone and register used are inappropriate (1)	__/10
	Very effective adaptation of language to the audience, context and purpose (5)	Effective adaptation of language to the audience, context and purpose (4)	Adequate adaptation of language to the audience, context and purpose (3)	Inadequate adaptation of language to the audience, context and purpose (2)	Language is not adapted to the audience, context and purpose (1)	

Rating scale / Evaluation criteria and task	Excellent	Very good	Good	Weak	Very weak	Mark
3.3 **Appropriate use of structures, features, codes and conventions of texts** **Argumentative article/essay**	Demonstrates firm control of the structures, features, codes and conventions of an argumentative article/essay (10)	Demonstrates good control of the structures, features, codes and conventions of an argumentative article/essay (8)	Demonstrates adequate control of the structures, features, codes and conventions of an argumentative article/essay (6)	Demonstrates ineffective control of the structures, features, codes and conventions of an argumentative article/essay (4)	Little or no control of the structures, features, codes and conventions of an argumentative article/essay (2)	__/10
3.4 **Correct application of language conventions (usage and mechanics)** **Argumentative article/essay**	Sustains control of syntax, punctuation, spelling, capitalization and grammar throughout the text; errors, if any, are few and insignificant Skillfully crafts varied sentences (5)	Sustains control of syntax, punctuation, spelling, capitalization and grammar throughout the text for the most part; errors are noticeable but infrequent Provides well-structured sentences (4)	Demonstrates acceptable control of syntax, punctuation, spelling, capitalization and grammar throughout the text; errors occasionally distract the reader Sentences have acceptable structure (3)	Demonstrates a tenuous control of syntax, punctuation, spelling, capitalization and grammar throughout the text; errors often distract the reader Simple sentence structure (2)	Demonstrates a lack of control of syntax, punctuation, spelling, capitalization and grammar throughout the text; errors distract the reader and alter meaning Sentence structures are unclear and awkward (1)	__/5

NOTE: Assign a mark of 0 when the adult learner's performance does not correspond to any of the statements in the rubric.

MARK FOR COMPETENCY 2: ___/40

Adult General Education

Adult Learner's Results Sheet
(for optional use)

Adult Learner's Name

Program title:
Course title:
Course code:
Version of the examination: A / B / C

English Language Arts
English, Research and Persuasion
ENG-5103-3

Date:

Teacher's name:

School board:

Adult education centre:

	Comments	Result
COMPETENCY 1 *Uses language/talk to communicate and to learn*		Evaluation of the competency _____ /40 marks
COMPETENCY 2 *Reads and listens to written, spoken and media texts*		Evaluation of the competency _____ /20 marks
COMPETENCY 3 *Produces texts for personal and social purposes*		Evaluation of the competency _____ /40 marks
Final result		_____ /100 marks