

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 in Poems and Songs
ENG-4111-1

Competency 2: Reads and listens to written, spoken and media texts (70%)

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.

Evaluation criteria and task		Rating scale					Mark
		Excellent	Very good	Good	Weak	Very weak	
<p>2.1 Coherent construction of meaning from texts (15%)</p>	<p>Q4</p>	<p>Provides a thorough assessment of theme, words and phrases and any devices from the preferred poem and gives strong support for its timelessness</p> <p>(15)</p>	<p>Provides a clear assessment of theme, words and phrases and any devices from the preferred poem and gives relevant support for its timelessness</p> <p>(12)</p>	<p>Provides an adequate assessment of theme, words and phrases and any devices from the preferred poem and gives acceptable support for its timelessness</p> <p>(9)</p>	<p>Provides a sparse assessment of theme, words and phrases and any devices from the preferred poem and gives little support for its timelessness</p> <p>(6)</p>	<p>Provides little or no assessment of theme, words and phrases and any devices from the preferred poem and gives no support for its timelessness</p> <p>(3)</p>	<p>___/15</p>
		<p>Identifies the theme and explains it thoroughly</p> <p>(10)</p>	<p>Identifies the theme and explains it clearly</p> <p>(8)</p>	<p>Identifies the theme and explains it adequately</p> <p>(6)</p>	<p>Identifies the theme with little explanation</p> <p>(4)</p>	<p>Misidentifies or does not identify the theme and gives no explanation</p> <p>(2)</p>	
<p>2.2 Demonstration of understanding contextual connections (20%)</p>	<p>Q1</p>	<p>Thoroughly examines and explains the human experience, providing strong evidence from the text</p> <p>(10)</p>	<p>Clearly examines and explains the human experience, providing relevant evidence from the text</p> <p>(8)</p>	<p>Adequately examines and explains the human experience, providing acceptable evidence from the text</p> <p>(6)</p>	<p>Superficially examines and explains the human experience, providing little evidence from the text</p> <p>(4)</p>	<p>Offers little or no examination of the human experience, providing unrelated or no evidence from the text</p> <p>(2)</p>	<p>___/20</p>
		<p>Identifies the theme and explains it thoroughly</p> <p>(10)</p>	<p>Identifies the theme and explains it clearly</p> <p>(8)</p>	<p>Identifies the theme and explains it adequately</p> <p>(6)</p>	<p>Identifies the theme with little explanation</p> <p>(4)</p>	<p>Misidentifies or does not identify the theme and gives no explanation</p> <p>(2)</p>	

Evaluation criteria and task		Rating scale					Mark
		Excellent	Very good	Good	Weak	Very weak	
2.3 Thorough comprehension of structures and features of texts (15%)	Q2	Identifies one device for each text and gives a thorough explanation of how it serves to increase the texts' impact and appeal (15)	Identifies one device for each text and gives a clear explanation of how it serves to increase the texts' impact and appeal (12)	Identifies one device for each text and gives an adequate explanation of how it serves to increase the texts' impact and appeal (9)	Identifies one device for each text and gives little explanation of how it serves to increase the texts' impact and appeal (6)	Incorrectly identifies or does not identify a language device for each text and gives no explanation of how the language device serves to increase the texts' impact and appeal (3)	___/15
	Q3	Thoroughly examines the text's tone, providing very strong supporting evidence (10)	Clearly examines the text's tone, providing strong supporting evidence (8)	Adequately examines the text's tone, providing adequate supporting evidence (6)	Superficially examines the text's tone, providing little supporting evidence (4)	Superficially examines the text's tone or not at all, providing no supporting evidence (2)	___/10
2.4 Critical interpretation of texts (20%)	Q3	Evaluates the preferred text and gives strong supporting evidence of the text's emotional, aesthetic and/or intellectual appeal (10)	Evaluates the preferred text and gives clear supporting evidence of the text's emotional, aesthetic and/or intellectual appeal (8)	Evaluates the preferred text and gives adequate supporting evidence of the text's emotional, aesthetic and/or intellectual appeal (6)	Evaluates the preferred text and gives little supporting evidence of the text's emotional, aesthetic and/or intellectual appeal (4)	Evaluation of the preferred text's emotional, aesthetic and/or intellectual appeal is unsubstantiated (2)	___/10

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: ___/70

Competency 1: Uses language/talk to communicate and to learn (30%)

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
<p>1.1 Effective communication of ideas (15%) Personal response (reactions, emotions, perceptions and experiences)</p>	<p>Provides a very effective and captivating description of the text’s effect, impact and appeal</p> <p>(5)</p>	<p>Provides an effective and captivating description of the text’s effect, impact and appeal</p> <p>(4)</p>	<p>Provides a sufficient and somewhat captivating description of the text’s effect, impact and appeal</p> <p>(3)</p>	<p>Provides a limited description of the text’s effect, impact and appeal</p> <p>(2)</p>	<p>Provides an ineffective description of the text’s effect, impact and appeal</p> <p>(1)</p>	<p>___/15</p>
	<p>A thorough and clear communication of personal feelings, insights and perceptions about the text</p> <p>(5)</p>	<p>A clear communication of personal feelings, insights and perceptions about the text</p> <p>(4)</p>	<p>An adequate communication of personal feelings, insights and perceptions about the text</p> <p>(3)</p>	<p>An inadequate communication of personal feelings, insights and perceptions about the text</p> <p>(2)</p>	<p>An incoherent and unclear communication of personal feelings, insights and perceptions about the text</p> <p>(1)</p>	
	<p>Thoroughly and clearly relates the text to personal observations and/or experiences</p> <p>(5)</p>	<p>Clearly relates the text to personal observations and/or experiences</p> <p>(4)</p>	<p>Adequately relates the text to personal observations and/or experiences</p> <p>(3)</p>	<p>Connection between the text and personal observations and/or experiences is limited</p> <p>(2)</p>	<p>Connection between the text and personal observations and/or experiences is incoherent and unclear</p> <p>(1)</p>	

Rating scale Evaluation criteria and task	Excellent	Very good	Good	Weak	Very weak	Mark
<p style="text-align: center;">1.3 Appropriate use of language conventions (15%) Text delivery</p>	Always demonstrates the ability to vary tone in a way that is appropriate to the text (1.25)	Almost always demonstrates the ability to vary tone in a way that is appropriate to the text (1)	Usually demonstrates the ability to vary tone in a way that is appropriate to the text (.75)	Sometimes demonstrates the ability to vary tone in a way that is appropriate to the text (.50)	Rarely demonstrate the ability to vary tone (.25)	___/15
	Always maintains rhythm appropriate to the text (1.25)	Almost always maintains rhythm appropriate to the text (1)	Usually maintains rhythm appropriate to the text (.75)	Sometimes maintains rhythm appropriate to the text (.50)	Rarely makes use of rhythm (.25)	
	Always stresses key words and phrases to convey figurative and emotional language (1.25)	Almost always stresses key words and phrases to convey figurative and emotional language (1)	Usually stresses key words and phrases to convey figurative and emotional language (.75)	Sometimes stresses key words and phrases to convey figurative and emotional language (.50)	Rarely gives evidence of stress in key words and phrases to convey figurative and emotional language (.25)	
	Always varies speed according to the text (1.25)	Almost always varies speed according to the text (1)	Usually varies speed according to the text (.75)	Sometimes varies speed according to the text (.50)	Rarely varies speed (.25)	
	Always speaks clearly and audibly (5)	Almost always speaks clearly and audibly (4)	Usually speaks clearly and audibly (3)	Sometimes speaks clearly and audibly (2)	Rarely speaks clearly and audibly (1)	
	Makes very effective use of body language and facial expressions (5)	Makes effective use of body language and facial expressions (4)	Makes somewhat effective use of body language and facial expressions (3)	Makes minimal use of body language and facial expressions (2)	Rarely makes effective use of body language and facial expressions (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: ___/30

Adult Learner's Results Sheet

<hr/> Adult Learner's Name

Program title:

English Language Arts

Course title:

English in Poems and Songs

Course code:

ENG-4111-1

Version of the examination: C

Date: _____

Teacher's name: _____

School board: _____

Adult education centre: _____

	Comments	Result
COMPETENCY 1 <i>Uses language/talk to communicate and to learn</i>		Evaluation of the competency _____/30 marks
COMPETENCY 2 <i>Reads and listens to written, spoken and media texts</i>		Evaluation of the competency _____/70 marks
Final result		_____/100 marks

Éducation
et Enseignement
supérieur

