

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 and Plays
ENG-5101-1

Competency 2: Reads and listens to written, spoken and media texts (60%)

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		Excellent	Very good	Good	Weak	Very weak	Mark
Evaluation criteria and task							
2.1 Coherent construction of meaning from texts	Q1	A thorough and clear explanation of how one theatrical element contributes to the play's plot with supporting evidence (10)	A clear explanation of how one theatrical element contributes to the play's plot with supporting evidence (8)	An adequate explanation of how one theatrical element contributes to the play's plot with supporting evidence (6)	A limited or disconnected explanation of how one theatrical element contributes to the play's plot with little supporting evidence (4)	Explanation of the theatrical element and its connection to the plot is inconsistent and imprecise with no supporting evidence (2)	__/20
		A thorough and clear explanation of how one theatrical element contributes to the play's climax with supporting evidence (10)	A clear explanation of how one theatrical element contributes to the play's climax with supporting evidence (8)	An adequate explanation of how one theatrical element contributes to the play's climax with supporting evidence (6)	A limited or disconnected explanation of how one theatrical element contributes to the play's climax with little supporting evidence (4)	Explanation of the theatrical element and its connection to the climax is inconsistent and imprecise with no supporting evidence (2)	
2.2 Demonstration of understanding contextual connections	Q2	A perceptive and clear explanation of how the play's theme and conclusion relate to the broader social message (10)	An interpretive explanation of how the play's theme and conclusion relate to the broader social message (8)	An adequate and general explanation of how the play's theme and conclusion relate to the broader social message (6)	A limited explanation of how the play's theme and conclusion relate to the broader social message (4)	Inaccurate or no explanation of how the play's theme and conclusion relate to the broader social message (2)	__/20
		A perceptive and clear explanation of how the adult learner connects to the play's broader social message (10)	An interpretive explanation of how the adult learner connects to the play's broader social message (8)	An adequate and general explanation of how the adult learner connects to the play's broader social message (6)	Makes occasional connections to the play's broader social message and explanation is limited (4)	Makes unrelated or illogical connections to the play's broader social message (2)	

Evaluation criteria and task		Rating scale					Mark
		Excellent	Very good	Good	Weak	Very weak	
2.3 Thorough comprehension of structures and features of texts	Q1	A thorough and clear comprehension of the chosen theatrical element(s) to interpret the plot and climax (10)	A clear comprehension of the chosen theatrical element(s) to interpret the plot and climax (8)	An adequate comprehension of the chosen theatrical element(s) to interpret the plot and climax (6)	A limited comprehension of the chosen theatrical element(s) to interpret the plot and climax (4)	Misunderstanding of the chosen theatrical element(s) to interpret the plot and climax (2)	___/10
2.4 Critical interpretation of texts	Q2	A precise identification and a thorough and clear interpretation of the broader social message (10)	A precise identification and clear interpretation of the broader social message (8)	An adequate identification and interpretation of the broader social message (6)	A vague identification and interpretation of the broader social message (4)	Misidentification and misinterpretation of the broader social message (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: ___/60

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 Personal response (emotions, reactions, perceptions, insights and opinions)	A thorough and clear description of the text's impact on him/her (5)	A clear description of the text's impact on him/her (4)	An adequate description of the text's impact on him/her (3)	A limited description of the text's impact on him/her (2)	An incoherent and unclear description of the text's impact on him/her (1)	___/10
	A thorough and clear communication of the character's situation and state of mind (5)	A clear communication of the character's situation and state of mind (4)	An adequate communication of the character's situation and state of mind (3)	An inadequate communication of the character's situation and state of mind (2)	An incoherent and unclear communication of the character's situation and state of mind (1)	

Rating scale Evaluation criteria and task	Excellent	Very good	Good	Weak	Very weak	Mark
<p>1.3 Appropriate use of language conventions</p> <p>Text delivery</p>	Always maintains rhythm/speed appropriate to the text (5)	Almost always maintains rhythm/speed appropriate to the text (4)	Usually maintains rhythm/speed appropriate to the text (3)	Sometimes maintains rhythm/speed appropriate to the text (2)	Rhythm/speed is inconsistent with the text (1)	<p>___/30</p>
	Always stresses key words and phrases (5)	Almost always stresses key words and phrases (4)	Usually stresses key words and phrases (3)	Sometimes stresses key words and phrases (2)	Rarely stresses key words and phrases (1)	
	Always demonstrates the ability to vary voice tone appropriate to the text (10)	Almost always demonstrates the ability to vary voice tone appropriate to the text (8)	Usually demonstrates the ability to vary voice tone appropriate to the text (6)	Sometimes demonstrates the ability to vary voice tone appropriate to the text (4)	Rarely varies voice tone (2)	
	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)	Speech is mumbled and incomprehensible (1)	
	Very effective use of body language, gestures and facial expressions (5)	Effective use of body language, gestures and facial expressions (4)	Adequate use of body language, gestures and facial expressions (3)	Minimal use of body language, gestures and facial expressions (2)	Ineffective use of body language, gestures 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: ___/40

Adult General Education

Adult Learner's Results Sheet (for optional use)

<hr/> Adult Learner's Name

Program title:

English Language Arts

Course title:

English and Plays

Course code:

ENG-5101-1

Version of the examination:

One version only

Date: _____

Teacher's name: _____

School board: _____

Adult education centre: _____

	Comments	Result
COMPETENCY 2 <i>Reads and listens to written, spoken and media texts</i>		Evaluation of the competency _____/60 marks
COMPETENCY 1 <i>Uses language/talk to communicate and to learn</i>		Evaluation of the competency _____/40 marks
Final result		_____/100 marks

*Éducation,
Enseignement
supérieur
et Recherche*

