

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 Written Narratives
ENG-5102-2

Competency 3: Produces texts for personal and social purposes (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
3.1 Effective organization of texts to communicate Alternate ending	Develops a very creative and credible alternate ending consistent with the plot, character, conflict, point of view and setting of the short story (5)	Develops a creative and credible alternate ending consistent with the plot, character, conflict, point of view and setting of the short story (4)	Develops a somewhat creative and credible alternate ending consistent with the plot, character, conflict, point of view and setting of the short story (3)	Alternate ending is somewhat creative but not plausible and not consistent with the plot, character, conflict, point of view and setting of the short story (2)	Alternate ending is not creative and unrelated to the short story (1)	___/10
	Ideas and conclusion are extremely well connected and organized (5)	Ideas and conclusion are well connected and organized (4)	Ideas and conclusion are adequately connected and organized (3)	Ideas and conclusion are not well connected and organized (2)	Ideas and conclusion are disjointed and poorly organized (1)	
3.2 Appropriate adaptation of language for audience and purpose Alternate ending	Language (colloquial, descriptive, aesthetic or figurative) is always consistent with the short story (10)	Language (colloquial, descriptive, aesthetic or figurative) is almost always consistent with the short story (8)	Language (colloquial, descriptive, aesthetic or figurative) is usually consistent with the short story (6)	Language (colloquial, descriptive, aesthetic or figurative) is not consistent with the short story (4)	Language (colloquial, descriptive, aesthetic or figurative) is anachronistic (2)	___/10

Rating scale Evaluation criteria and task	Excellent	Very good	Good	Weak	Very weak	Mark
<p>3.3 Appropriate use of structures, features, codes and conventions of texts</p> <p>Alternate ending</p>	<p>Always includes applicable literary elements in the creation of the alternate ending</p> <p>(5)</p>	<p>Almost always includes applicable literary elements in the creation of the alternate ending</p> <p>(4)</p>	<p>Usually includes applicable literary elements in the creation of the alternate ending</p> <p>(3)</p>	<p>Sometimes includes applicable literary elements in the creation of the alternate ending</p> <p>(2)</p>	<p>Rarely includes applicable literary elements in the creation of the alternate ending</p> <p>(1)</p>	<p>___/5</p>
<p>3.4 Correct application of language conventions (usage and mechanics)</p> <p>Alternate ending</p>	<p>Sustains control of syntax, punctuation, spelling, capitalization and grammar throughout the ending; errors, if any, are few and insignificant</p> <p>Skillfully crafts varied sentences</p> <p>(5)</p>	<p>Sustains control of syntax, punctuation, spelling, capitalization and grammar throughout the ending for the most part; errors are noticeable but infrequent</p> <p>Provides well-structured sentences</p> <p>(4)</p>	<p>Demonstrates acceptable control of syntax, punctuation, spelling, capitalization and grammar throughout the ending; errors occasionally distract the reader</p> <p>Sentences have acceptable structure</p> <p>(3)</p>	<p>Demonstrates a tenuous control of syntax, punctuation, spelling, capitalization and grammar throughout the ending; errors often distract the reader</p> <p>Sentence structures are simple</p> <p>(2)</p>	<p>Demonstrates a lack of control of syntax, punctuation, spelling, capitalization and grammar throughout the essay; errors distract the reader and alter meaning</p> <p>Sentence structures are unclear and awkward</p> <p>(1)</p>	<p>___/5</p>

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 3: ___/30

Competency 2: Reads and listens to written, spoken and media texts (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
<p>2.1 Coherent construction of meaning from texts</p> <p>Critical essay</p>	<p>A thorough and clear analysis, interpretation and explanation of two or more of the chosen literary elements</p> <p>(10)</p>	<p>A clear analysis, interpretation and explanation of two or more of the chosen literary elements</p> <p>(8)</p>	<p>An adequate analysis, interpretation and explanation of two or more of the chosen literary elements</p> <p>(6)</p>	<p>A superficial analysis, interpretation and explanation of the chosen literary elements</p> <p>(4)</p>	<p>A very limited analysis, interpretation and explanation of the chosen literary elements</p> <p>(2)</p>	<p>___/10</p>
<p>2.2 Demonstration of understanding contextual connections</p> <p>Critical essay</p>	<p>Draws clear and thorough parallels between the novel and personal experiences or the human experience</p> <p>(10)</p>	<p>Draws clear parallels between the novel and personal experiences or the human experience</p> <p>(8)</p>	<p>Draws adequate parallels between the novel and personal experiences or the human experience</p> <p>(6)</p>	<p>Draws superficial parallels between the novel and personal experiences or the human experience</p> <p>(4)</p>	<p>Draws a very limited parallel between the novel and personal experiences or the human experience</p> <p>(2)</p>	<p>___/10</p>

Rating scale Evaluation criteria and task	Excellent	Very good	Good	Weak	Very weak	Mark
2.3 Thorough comprehension of structures and features of texts Critical essay	Demonstrates thorough and precise knowledge of the structures and features of the novel (5)	Demonstrates precise knowledge of the structures and features of the novel (4)	Demonstrates adequate knowledge of the structures and features of the novel (3)	Demonstrates limited knowledge of the structures and features of the novel (2)	Knowledge of structures and features of the novel is inaccurate (1)	___/10
	All examples and support taken from the novel are very accurate and meaningful (5)	Most examples and support taken from the novel are accurate and meaningful (4)	Some examples and support taken from the novel are accurate and meaningful (3)	Examples and support taken from the novel are inaccurate and irrelevant (2)	The examples and support from the novel are insufficient or non-existent. (1)	
2.4 Critical interpretation of texts Critical essay	A thorough and clear synthesis of interpretations and conclusions (5)	A clear synthesis of interpretations and conclusions (4)	An adequate synthesis of interpretations and conclusions (3)	Interpretations and conclusions are not well synthesized or connected (2)	Interpretations and conclusions are illogical and unrelated (1)	___/10
	Offers a clear and discerning judgment on the overall value and impact of the novel (5)	Offers a thoughtful judgment on the overall value and impact of the novel (4)	Offers a sensible judgment on the overall value and impact of the novel (3)	Offers a limited judgment on the overall value and impact of the novel (2)	Judgment on the overall value and impact of the novel is sparse and vague (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 2: ___/40

Competency 3: Produces texts for personal and social purposes (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
3.1 Effective organization of texts to communicate Critical essay	A thorough and clear introductory paragraph that orients the reader (5)	A clear introductory paragraph that orients the reader (4)	An adequate introductory paragraph that orients the reader (3)	Introductory paragraph is undeveloped (2)	Introductory paragraph is ineffective (1)	___/15
	A thorough and clear argument/thesis statement that guides the rest of the essay (5)	A clear argument/thesis statement that guides the rest of the essay (4)	An adequate argument/thesis statement that guides the rest of the essay (3)	Argument/thesis statement is undeveloped and unfocused (2)	Argument/thesis statement is unrelated to the rest of the essay or omitted (1)	
	Ideas, interpretations and conclusions are extremely well connected and organized, and have excellent support (5)	Ideas, interpretations and conclusions are well connected and organized, and have very good support (4)	Ideas, interpretations and conclusions are adequately connected and organized, and have good support (3)	Ideas, interpretations and conclusions are not well connected and organized, and support is weak (2)	Ideas, interpretations and conclusions are incomplete and poorly organized, and support is unrelated (1)	

Rating scale Evaluation criteria and task	Excellent	Very good	Good	Weak	Very weak	Mark
<p>3.2 Appropriate adaptation of language for audience and purpose Critical essay</p>	<p>Always adapts language (tone and register) to the text and audience (5)</p>	<p>Often adapts language (tone and register) to the text and audience (4)</p>	<p>Sufficient adaptation of language (tone and register) to the text and audience (3)</p>	<p>Sometimes adapts language (tone and register) to the text and audience (2)</p>	<p>Rarely adapts language (tone and register) to the text and audience (1)</p>	<p>__/5</p>
<p>3.3 Appropriate use of structures, features, codes and conventions of texts Critical essay</p>	<p>Demonstrates a firm control of the structures, features, codes and conventions of a critical essay (5)</p>	<p>Demonstrates good control of the structures, features, codes and conventions of a critical essay (4)</p>	<p>Demonstrates adequate control of the structures, features, codes and conventions of a critical essay (3)</p>	<p>Demonstrates ineffective control of the structures, features, codes and conventions of a critical essay (2)</p>	<p>Demonstrates little or no control of the structures, features, codes and conventions of a critical essay (1)</p>	<p>__/5</p>
<p>3.4 Correct application of language conventions (usage and mechanics) Critical essay</p>	<p>Sustains control of syntax, punctuation, spelling, capitalization and grammar throughout the essay; errors, if any, are few and insignificant Skillfully crafts varied sentences (5)</p>	<p>Sustains control of syntax, punctuation, spelling, capitalization and grammar throughout the essay for the most part; errors are noticeable but infrequent Provides well-structured sentences (4)</p>	<p>Demonstrates acceptable control of syntax, punctuation, spelling, capitalization and grammar throughout the essay; errors occasionally distract the reader Sentences have acceptable structure (3)</p>	<p>Demonstrates a tenuous control of syntax, punctuation, spelling, capitalization and grammar throughout the essay; errors often distract the reader Sentence structures are simple (2)</p>	<p>Demonstrates a lack of control of syntax, punctuation, spelling, capitalization and grammar throughout the essay; errors distract the reader and alter meaning Sentence structures are unclear and awkward (1)</p>	<p>__/5</p>

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 3: __/30

Adult General Education

Adult Learner's Results Sheet

<p>_____</p> <p>Adult Learner's Name</p>

Program title:

English Language Arts

Course title:

English and Written Narratives

Course code:

ENG-5102-2

Version of the examination:

A / B / C

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 _____/40 marks
COMPETENCY 3 <i>Produces texts for personal and social purposes</i>		Evaluation of the competency _____/60 marks
Final result		_____/100 marks

*Éducation,
Enseignement
supérieur
et Recherche*

