

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	
<b>2.1</b> <b>Coherent construction of meaning from texts (15%)</b>	<b>Q4</b>	Identifies and thoroughly explains the point of view and its emotional or intellectual appeal  (15)	Identifies and explains the point of view and its emotional or intellectual appeal  (12)	Identifies the point of view and gives an adequate explanation of its emotional or intellectual appeal  (9)	Identifies the point of view and gives a superficial explanation of its emotional or intellectual appeal  (6)	Incorrectly identifies the point of view and gives no explanation  (3)	___/15
		Identifies the theme and explains it thoroughly  (10)	Identifies the theme and explains it clearly  (8)	Identifies the theme and explains it adequately  (6)	Identifies the theme with little explanation  (4)	Misidentifies or does not identify the theme and gives no explanation  (2)	
<b>2.2</b> <b>Demonstration of understanding contextual connections (20%)</b>	<b>Q1</b>	Thoroughly examines and explains the human experience, providing strong evidence from the text  (10)	Clearly examines and explains the human experience, providing relevant evidence from the text  (8)	Adequately examines and explains the human experience, providing acceptable evidence from the text  (6)	Superficially examines and explains the human experience, providing little evidence from the text  (4)	Offers little or no examination of the human experience, providing unrelated or no evidence from the text  (2)	___/20
		Identifies the theme and explains it thoroughly  (10)	Identifies the theme and explains it clearly  (8)	Identifies the theme and explains it adequately  (6)	Identifies the theme with little explanation  (4)	Misidentifies or does not identify the theme and gives no explanation  (2)	

Evaluation criteria and task		Rating scale					Mark
		Excellent	Very good	Good	Weak	Very weak	
<b>2.3</b> <b>Thorough comprehension of structures and features of texts</b> <b>(15%)</b>	<b>Q2</b>	Identifies two applicable devices from the chosen text and gives a thorough explanation of how they serve to increase the text's impact and appeal  (15)	Identifies two applicable devices from the chosen text and gives a clear explanation of how they serve to increase the text's impact and appeal  (12)	Identifies two applicable devices from the chosen text and gives an adequate explanation of how they serve to increase the text's impact and appeal  (9)	Identifies one or two applicable devices from the chosen text and gives little explanation of how they serve to increase the text's impact and appeal  (6)	Incorrectly identifies or does not identify the language devices used and gives no explanation of how they serve to increase the text's impact and appeal  (3)	___/15
	<b>Q3</b>	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
<b>2.4</b> <b>Critical interpretation of texts</b> <b>(20%)</b>	<b>Q5</b>	Thoroughly explains the selected line (that uses figurative language) from the chosen text to support the overall theme  (10)	Clearly explains the selected line (that uses figurative language) from the chosen text to support the overall theme  (8)	Adequately explains the selected line (that uses figurative language) from the chosen text to support the overall theme  (6)	Superficially explains the selected line (that uses figurative language) from the chosen text to support the overall theme  (4)	Selects a line from the chosen text that does not use figurative language and does not support the overall theme  (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><b>1.1</b> <b>Effective communication of ideas (15%)</b> <b>Personal response (reactions, emotions, perceptions and experiences)</b></p>	<p>Provides a very effective and captivating description of the text’s effect, impact and appeal</p> <p>(5)</p> <p>A thorough and clear communication of personal feelings, insights and perceptions about the text</p> <p>(5)</p> <p>Thoroughly and clearly relates the text to personal observations and/or experiences</p> <p>(5)</p>	<p>Provides an effective and captivating description of the text’s effect, impact and appeal</p> <p>(4)</p> <p>A clear communication of personal feelings, insights and perceptions about the text</p> <p>(4)</p> <p>Clearly relates the text to personal observations and/or experiences</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>An adequate communication of personal feelings, insights and perceptions about the text</p> <p>(3)</p> <p>Adequately relates the text to personal observations and/or experiences</p> <p>(3)</p>	<p>Provides a limited description of the text’s effect, impact and appeal</p> <p>(2)</p> <p>An inadequate communication of personal feelings, insights and perceptions about the text</p> <p>(2)</p> <p>Connection between the text and personal observations and/or experiences is limited</p> <p>(2)</p>	<p>Provides an ineffective description of the text’s effect, impact and appeal</p> <p>(1)</p> <p>An incoherent and unclear communication of personal feelings, insights and perceptions about the text</p> <p>(1)</p> <p>Connection between the text and personal observations and/or experiences is incoherent and unclear</p> <p>(1)</p>	<p>___/15</p>

Rating scale Evaluation criteria and task	Excellent	Very good	Good	Weak	Very weak	Mark
<p style="text-align: center;"><b>1.3</b> <b>Appropriate use of language conventions (15%)</b> <b>Text delivery</b></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 demonstrates 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/> <b>Adult Learner's Name</b>
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Program title:

English Language Arts

Course title:

*English in Poems and Songs*

Course code:

ENG-4111-1

Version of the examination: A

Date: \_\_\_\_\_

Teacher's name: \_\_\_\_\_

School board: \_\_\_\_\_

Adult education centre: \_\_\_\_\_

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

**Éducation  
et Enseignement  
supérieur**

