

Examination for Certification

Adult General Education

Examination Code

ENGLISH LANGUAGE ARTS

Diversified Basic Education Program

English to Inform

ENG-4103-3

RUBRICS

Part 2: Evaluation of the competency

Produces texts for personal and social purposes

Part 3: Evaluation of the competency

Uses language/talk to communicate and to learn

Congrès de l'AQIFGA 2015

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Brief Description of the Examination

Correction of Parts 2 and 3

“Evaluation of the Competencies”

Evaluation Situation

“Down it at Dawn”

The City of Montreal is considering extending the time bars stay open from the present 3:00 a.m. to 6:00 a.m. This proposal has citizens intensely debating the pros and cons of having alcohol served into the early morning hours. If the proposal is accepted, this legislation will be passed throughout the province of Quebec.

You read and analyze a report on this issue and then write a report for your adult centre’s online newspaper investigating whether or not bars and clubs should serve alcohol until 6:00 a.m.

In addition, you will role play the part of a reporter and give an oral report for your adult centre’s YouTube news channel. You will inform the student population on the issue of extending bar and club hours to 6:00 a.m.

Instructions for Correction and Evaluation

This *Correction and Evaluation Guide* applies to Part 2 and 3 of the examination. In the event of a retake, the teacher may request another *Correction and Evaluation Guide* and complete the applicable sections.

Part 1: “Reads and listens to written, spoken and media texts” (30%)

- Refer to the *Exemplars* section for guidance.
- Use the criterion-referenced rubric “Reads and listens to written, spoken and media texts” to assess the adult learner’s performance.

Part 2: “Produces texts for personal and social purposes” (40%)

- Use the criterion-referenced rubric “Produces texts for personal and social purposes” to assess the adult learner’s performance.

Part 3: “Uses language/talk to communicate and to learn” (30%)

- Use the oral assessment grid during the oral presentation.
- Use the criterion-referenced rubric “Uses language/talk to communicate and to learn” to assess the adult learner’s performance.

The *Oral Assessment Grid* and the *Criterion-Referenced rubrics* must be reproduced for each adult learner.

At the end of this document, you will find the *Adult Learner’s Results Sheet*. The use of this sheet is optional.

Following this, the *Criterion-Referenced Rubrics* must be used in order to complete the evaluation process.

The teacher must be familiar with the course, the prescribed texts, the questions and tasks found in the examination in order to evaluate the answers/production/oral carefully and fairly.

Part 1: (40%)

Task: Write a short report

This task requires adult learners to write a clear and concise report on the issue of extending the hours alcohol can be served. The report must inform adult learners and teachers at their centre or citizens in a formal, concise and neutral manner. Adult learners must summarize and select the most pertinent, objective and informative elements from the report in order to create their own report.

Note: Identical errors in grammar, spelling and/or punctuation are not subject to multiple point deductions. For example, if the same word is misspelled three times, only one point must be deducted.

Part 3: (30%)

Task: Role-play the part of a reporter

This task requires the adult learner to present his or her own written report orally to the teacher role-playing the audience. This task measures the adult learner's ability to work effectively with information and to communicate and relay information in an objective manner. In addition, the adult learner must adapt his or her speed, tone, stress and register to reflect the context and audience. Adult learners may use their own written report and/or notes during their presentation.

Adult General Education

<p style="text-align: center;">EVALUATION</p> <p style="text-align: center;">Criterion-Referenced Rubrics</p> <p>For: _____ Adult Learner's Name</p> <p>By: _____ Teacher's Name</p> <p style="text-align: center;">_____ Date</p>
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Diversified Basic Education Program

English Language Arts

English to Inform
ENG-4103-3

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 response.
- In the last column, indicate the mark that corresponds to the assigned rating. Only the marks indicated in the rubric may be assigned.

Rating scale Evaluation criteria and task	Excellent	Very good	Good	Weak	Very weak	Mark
3.1 Effective organization of texts to communicate (20%) Written news report	Thorough and clear formulation of the purpose and context of the text (5)	Clear formulation of the purpose and context of the text (4)	Adequate formulation of the purpose and context of the text (3)	The purpose and context of the text are not clear (2)	No formulation of the purpose and context of the text (1)	___ /20
	Always maintains coherence and cohesion throughout the text (5)	Usually maintains coherence and cohesion throughout the text (4)	Sometimes maintains coherence and cohesion throughout the text (3)	Rarely maintains coherence and cohesion throughout the text (2)	No coherence and cohesion throughout the text (1)	
	Always presents ideas and arguments in a logical and very organized manner (5)	Usually presents ideas and arguments in a logical and organized manner (4)	Sometimes presents ideas and arguments in a logical and somewhat organized manner (3)	Rarely presents ideas and arguments in a logical and organized manner (2)	Ideas and arguments are not presented in a logical and organized manner (1)	
	Conclusion of text is solid (5)	Conclusion of text is very good (4)	Conclusion of text is satisfactory (3)	Conclusion of text lacks direction (2)	Conclusion of text lacks direction and is unclear (1)	

Rating scale Evaluation criteria and task	Excellent	Very good	Good	Weak	Very weak	Mark
3.2 Appropriate adaptation of language for audience and purpose (5%) Written news report	Always adapts tone, language and style to the text and audience. (5)	Usually adapts tone, language and style to the text and audience (4)	Sometimes adapts tone, language and style to the text and audience (3)	Rarely adapts tone, language and style to the text and audience (2)	Does not adapt tone, language and style to the text and audience (1)	___/5
3.3 Appropriate use of structures, features, codes and conventions of texts (10%) Written news report	Demonstrates firm control of the structures, features, codes and conventions of the text: Title Two relevant statistics and/or quotes and/or references Excellent paragraphing (10)	Demonstrates good control of the structures, features, codes and conventions of the text: Title Two relevant statistics and/or quotes and/or references Good paragraphing (8)	Demonstrates adequate control of the structures, features, codes and conventions of the text: Title Two relevant statistics and/or quotes and/or references Adequate paragraphing (6)	Demonstrates ineffective control of the structures, features, codes and conventions of the text: Title One relevant statistic and/or quote and/or reference Inconsistent paragraphing (4)	Demonstrates little or no control of the structures, features, codes and conventions of the text: No title No statistics and/or quotes and/or references are used Very poor paragraphing (2)	___/10
3.4 Correct application of language conventions (usage and mechanics) (5%) Written news report	Always applies the grammar and mechanics of standard English (5)	Often applies the grammar and mechanics of standard English (4)	Sometimes applies the grammar and mechanics of standard English (3)	Rarely applies the grammar and mechanics of standard English (2)	Misuses the grammar and mechanics of standard English (1)	___/5

NOTE: A mark of 0 is assigned when the adult learner's performance does not correspond to the statements in the rubric.

MARK FOR COMPETENCY 3: ___ / 40

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 response.
- In the last column, indicate the mark that corresponds to the assigned rating. Only the marks indicated in the rubric may be assigned.

Rating scale Evaluation criteria and task	Excellent	Very good	Good	Weak	Very weak	Mark
1.1 Effective communication of ideas (20%) Oral presentation (reporter)	A very effective and captivating introduction to the topic (5)	An effective and captivating introduction to the topic (4)	An adequate introduction to the topic (3)	An ineffective and unfocused introduction to the topic (2)	Introduction is unrelated to the topic (1)	___ /20
	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, main points) in a logical and very organized manner (5)	Usually presents information (facts, main points) in a logical and organized manner (4)	Sometimes presents information (facts, main points) in a logical and organized manner (3)	Rarely presents information (facts, main points) in a logical and organized manner (2)	Information (facts, main points) is not presented in a logical and organized manner (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 (10%) Oral presentation (reporter)	Very effective use of all oral communication features (tone, emphasis, speed, etc.) to generate interest and captivate audience (5)	Effective use of most oral communication features (tone, emphasis, speed, etc.) to generate interest and captivate audience (4)	Adequate use of oral communication features (tone, emphasis, speed, etc.) to generate interest and captivate audience (3)	Use of oral communication features (tone, emphasis, speed, etc.) rarely generate interest or captivate audience (2)	Oral communication features (tone, emphasis, speed, etc.) are not used effectively and do not generate interest or captivate audience (1)	___ /10
	Very effective adaptation of language (tone and register) to the context and audience (5)	Effective adaptation of language (tone and register) to the context and audience (4)	Adequate adaptation of language (tone and register) to the context and audience (3)	Inconsistent adaptation of language (tone and register) to the context and audience (2)	Language (tone and register) is not adapted to the context and audience (1)	

NOTE: A mark of 0 is assigned when the adult learner's performance does not correspond to the statements in the rubric.

MARK FOR COMPETENCY 1: ___ / 30

Adult General Education

Adult Learner's Results Sheet

Adult Learner's Name

Program of Study: English Language Arts

Title of course: *English to Inform*

Course code: ENG-4103-3

Version of examination: _____ Date: _____

Teacher's Name: _____

School Board: _____

Adult Education Centre: _____

	Comments	Result
COMPETENCY 2 "Reads and listens to written, spoken and media texts"		Evaluation of the competency ____/30
COMPETENCY 3 "Produces texts for personal and social purposes"		Evaluation of the competency ____/40
COMPETENCY 1 "Uses language/talk to communicate and to learn"		Evaluation of the competency ____/30
Final Result		____/100

WORKING DOCUMENT