**Step 1:** For each criterion, circle the statement(s) that correspond(s) to the adult learner’s performance level.

**Step 2:** 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.

**Assign a mark of 0 when the adult learner’s performance does not correspond to any of the statements in the rubric.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **RATING SCALE** | | **EXCELLENT** | **VERY GOOD** | **GOOD** | **WEAK** | **VERY WEAK** | **MARK** |
| **EVALUATION CRITERIA** | |
| **1.1**  **Adequate participation in oral interaction in English at all times** | **Demonstrates fluency in discourse** | Speaks fluently with connected phrasing; very few hesitations | Speaks fairly fluently; short hesitations or slight lack of connections do not interfere with interaction | Sometimes hesitates or uses short speech patterns; some lack of connections do not interfere with interaction | Frequent hesitations and incomplete messages hinder interaction; lack of connections in discourse or use of a language other than English | Interaction is blocked by meagre speech patterns, non-verbal responses, word-for- word recitation or frequent use of a language other  than English | **/20** |
| **10** | **8** | **6** | **4** | **2** |
| **Participates in oral interaction** | Spontaneous interaction; actively seeks to build further discussion | Spontaneous interaction; sometimes seeks to  build further discussion | Interacts but needs occasional prompting; few  attempts to build further discussion | No spontaneous interaction; needs frequent prompting | Inappropriate or minimal interaction; answers using only  one word or short phrases |
| **10** | **8** | **6** | **4** | **2** |
| **1.2**  **Pertinence of the message expressed** | **Explains and discusses factual information** | Demonstrates serious research; facts discussed are clear, relevant and non-contradictory | Demonstrates good research; facts discussed are relevant and non- contradictory | Demonstrates acceptable research; facts discussed are mostly relevant and  non-contradictory | Demonstrates lack of research; discussion of facts exposes contradictions | Little to no research done; facts are few, unclear, contradictory and/or irrelevant | **/20** |
| **10** | **8** | **6** | **4** | **2** |
| **Offers suggestions, advice and instructions** | Skilled organization of ideas facilitates the exchange of credible, justified suggestions and advice | Proper organization of ideas facilitates the exchange of credible suggestions and advice | Sufficient organization of ideas allows for the exchange of suggestions and  advice with minor difficulties | Insufficient organization of ideas hinders the exchange of suggestions and advice | Minimal organization of ideas complicates the exchange of suggestions and advice |
| **10** | **8** | **6** | **4** | **2** |
| **1.3**  **Coherent articulation of the message** | **Uses appropriate oral text structures (complete sentences, grammar and syntax)** | Consistently uses complete, well- structured sentences and makes almost no grammar or syntax errors | Mainly uses complete, well- structured sentences and makes few minor grammar and/or syntax errors | Uses complete but simple sentence structures, and makes minor grammar and/or syntax errors that do not impede intelligibility | Most sentences lack structure; sometimes speaks in phrases; makes grammar and/or syntax errors that sometimes impede intelligibility | Usually speaks in phrases; resorts to a language other than English; makes many grammar and syntax errors that impede intelligibility | **/20** |
| **10** | **8** | **6** | **4** | **2** |
| **Uses topic- appropriate vocabulary and expressions** | Employs on-topic vocabulary and appropriate register throughout the interaction | Employs topic- related vocabulary and appropriate register throughout most of the interaction | Employs topic- related vocabulary and appropriate register with some difficulties that do not affect the  clarity of the message | Uses inappropriate vocabulary or register that affects the clarity of message | Interaction is often impeded by use of inappropriate vocabulary or register |
| **5** | **4** | **3** | **2** | **1** |
| **Uses correct pronunciation and enunciation** | Particularly clear enunciation; minor pronunciation errors, if any | Clear enunciation; minor pronunciation errors | Adequate enunciation; errors in pronunciation do not affect the clarity of the message | Enunciation is sometimes unclear; errors in pronunciation affect the clarity of the message | Enunciation is unclear or muffled; errors in pronunciation hinder the  understanding of the message |
| **5** | **4** | **3** | **2** | **1** |

# Mark for Competency 1: /60

**Step 1:** For each criterion, circle the statement(s) that correspond(s) to the adult learner’s performance level.

**Step 2:** In the last column, enter the mark that corresponds to the assigned rating(s).

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**Assign a mark of 0 when the adult learner’s performance does not correspond to any of the statements in the rubric.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **RATING SCALE** | | **EXCELLENT** | **VERY GOOD** | **GOOD** | **WEAK** | **VERY WEAK** | **MARK** |
| **EVALUATION CRITERIA** | |
| **2.1**  **Demonstration of understanding through the response process** | **Comprehends and interprets information and findings** | Accuracy of conclusions from research and provided texts reveals insightful  text comprehension | Accuracy of conclusions from research and provided texts reveals attentive text comprehension | Accuracy of conclusions from research and provided texts reveals reasonable text comprehension | Imprecise conclusions reveal limited text comprehension | Inaccurate conclusions reveal little to no text comprehension | **/20** |
| **10** | **8** | **6** | **4** | **2** |
| **Explains reasoning behind suggestions and advice** | Demonstrates significant links between the problem at hand and offered suggestions and advice; all aspects of the problem are  taken into account | Demonstrates links between the problem at hand and offered suggestions and advice; all aspects of the problem are taken into account | Demonstrates some links between the problem at hand and offered suggestions and advice; important aspects of the problem are taken into account | Few links between the problem at hand and offered suggestions and advice; some aspects of the problem are taken into account | No links between the problem at hand and offered suggestions and advice; few aspects of the problem are taken into account |
| **10** | **8** | **6** | **4** | **2** |
| **2.2**  **Pertinent use of knowledge in a reinvestment task** | **Supports suggestions and advice by selecting credible and relevant information** | Strong and convincing stance when explaining suggestions and advice; adapts exchanges to the interaction | Convincing stance when explaining suggestions and advice; exchanges are suited to the interaction | Adequate stance when explaining suggestions and advice; exchanges are suited to the interaction with minor shortcomings | Weak stance when explaining suggestions and advice; exchanges are not adapted to the interaction | No perceivable stance; suggestions and advice are not explained; ignores interaction | **/20** |
| **15** | **12** | **9** | **6** | **3** |
| **Tailors message to purpose and audience** | Effectively adapts and shapes information to support ideas; responses to interventions are  always relevant | Adapts and shapes information to support ideas; responses to interventions are mostly relevant | Attempts to adapt and shape information to support ideas; responses to interventions are on  topic | Little attempt to adapt and shape information to support ideas; responses are sometimes  incoherent | No attempt to adapt and shape information; few coherent responses |
| **5** | **4** | **3** | **2** | **1** |

# Mark for Competency 2: /40