**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** |
| **2.1****Demonstration of understanding through the response process** | **Comprehends and interprets facts, social/personal issues and advocacy** | Thorough text comprehension; draws complete, accurate conclusions and reveals skillful interpretations of all or almost allkey components | Good text comprehension; draws accurate conclusions and reveals proficient interpretations of most key components | Acceptable text comprehension; a few noticeable omissions, inaccuracies or flaws in the interpretation of some keycomponents | Reduced text comprehension; lack of and/or inexact interpretation of many key components | Poor text comprehension; lack of and/or inexact interpretation of almost all key components | **/10** |
| **5** | **4** | **3** | **2** | **1** |
| **Persuades and promotes ideas by establishing links between facts and argumentation** | Effectively promotes stance and uses persuasion by skillfully integrating and linking to supportinginformation from texts | Promotes stance and uses persuasion by integrating and linking to supporting information from texts | Adequately promotes stance and uses persuasion by integrating and linking to some supporting information from texts | Uncertain support of stance/persuasion due to many weak or missing links between ideas and information from texts | Little support of stance/persuasion due to insubstantial links between ideas and information from texts |
| **5** | **4** | **3** | **2** | **1** |
| **2.2****Pertinent use of knowledge in a reinvestment task** | **Selects and utilizes pertinent information** | Consistently and accurately selects and makes use of appropriate information incontext | Accurately selects and makes use of credible information | Some minor inconsistencies in choice and/or use of information that do not impedeunderstanding | Credibility sometimes hindered by inaccurate choice and/or use of information | Credibility hindered by inaccurate choice and/or use of information | **/10** |
| **5** | **4** | **3** | **2** | **1** |
| **Tailors content to purpose and audience** | Includes very strong stance; text is ideally crafted to the situation and persuasive style by effective tailoring of voice, all essential components andinformation | Includes clear stance; text is strongly crafted to the situation and persuasive style by efficient tailoring of voice, most essential components andinformation | Includes stance; text is adequately crafted to the situation and persuasive style by sufficient tailoring of voice, essential components and information | Uncertain stance; weak crafting or insufficient tailoring of voice, most essential components and information leads to confusion | Vague or obscure stance; struggles with crafting, tailoring of voice and essential information, which hinders understanding |
| **5** | **4** | **3** | **2** | **1** |

# Mark for Competency 2: /20

**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** |
| **3.1****Coherence of the content** | **Uses logical text structure and layout** | Perfect structure and layout; text is fully developed in a lucid and logical manner to ensureclarity; remains focused on topic | Near-perfect structure and layout; text is mostly developed in a lucid and logicalmanner; remains focused on topic | Adequate structure and layout; minor issues with logic and clarity do not impede readability;strays slightly from topic at times | Noticeable issues with logic and clarity begin to impede readability and/or understanding | Lack of structure and clarity impedes readability and leads to confusion | **/30** |
| **15** | **12** | **9** | **6** | **3** |
| **Respects language codes and conventions** | Exceptional attention to form, wording, tone, and idea development | Competent attentionto form, wording, tone, and idea development | Passable attention to form, wording, tone, and idea development, with slight errors that donot affect readability | Difficulties with form, wording, tone and idea development that sometimes affect readability | Frequent difficulties with form, wording, tone and idea development that considerably affect readability |
| **15** | **12** | **9** | **6** | **3** |
| **3.2****Clear formulation of the message** | **Utilizes appropriate vocabulary and correct spelling and punctuation (orthography)** | Uses well-chosen, eloquent vocabulary; minimal spelling errors, if any, do not impede readability or understanding | Uses well-chosen, expressive vocabulary with slight spelling errors that do not impede readability or understanding | Uses relevant vocabulary with some spelling errors that occasionally impede readability but not understanding | Uses repetitive and/or inaccurate vocabulary with many spelling errors that frequently impede readabilityand reduce understanding | Uses limited, irrelevant and/or incorrect vocabulary and spelling that impedes understanding | **/50** |
| **25** | **20** | **15** | **10** | **5** |
| **Applies grammar, syntax and punctuation rules** | Consistently uses correct grammar, syntax and punctuation; slight errors, if any, are few and do not impede readability or understanding | Mainly uses correct grammar, syntax and punctuation with a few errors that do not impede readability or understanding | Uses acceptable grammar, syntax and punctuation with some errors or awkward structures that occasionally impede readability but not understanding | Partial use of correct grammar, syntax and punctuation with errors or awkward structures that frequently impede readability and reduceunderstanding | Frequent grammar, syntax and punctuation errors or awkward structures that impede readability and understanding |
| **25** | **20** | **15** | **10** | **5** |

# Mark for Competency 3: /80