

Examination for Certification

Adult General Education

Examination Code

ENGLISH AS A SECOND LANGUAGE

Dare to Compare
ANG-4101-2

Diversified Basic Education Program (DBE)

Correction and Evaluation Guide

Congrès de l'AQIFGA 2015

Table of Contents

Brief Description of the Examination	1
Instructions for Correction and Evaluation.....	1
Master Chart: Driver Profile	2
Master Chart: Information About Cars	3
Transcript of the Recording: Joe's Car Show.....	4
Criterion-Referenced Rubrics.....	5
Adult Learner's Results Sheet.....	6

Brief Description of the Examination

Evaluation of the Competencies
“Reinvests understanding of texts” and “Interacts orally in English”

Evaluation Situation

You have saved enough money over the last few months to buy a used car. While browsing your social network page, you notice that two of your friends are selling cars in your price range. In order to help you decide, you send a message to a car & driving columnist who appears on a radio show, and he gives you advice on which car to buy.

First, decide if you will represent yourself, or choose one of the “client roles” offered. Then, use the information you have obtained about the two different cars to choose the one that best suits your needs. You will talk to a “friend”, your teacher, about your decision.

You will be evaluated on the approximately 5-minute-long discussion with your teacher about your choice of a car. You will need to use persuasion to prove that your decision is a good one.

Instructions for Correction and Evaluation

Task 1:

- The responses for Task 1 of the evaluation are not evaluated; however, the Master Charts may be used to verify information during the oral interaction

Task 2:

- The Notes pages are not evaluated
- Use the criterion-referenced rubrics “Reinvests Understanding of Texts” and “Interacts Orally in English” to register the adult’s performance

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.

MASTER CHART

Driver Profile

Role #1: Best choice is Caddisler

Role #2: Best choice is Mitsubota

	ROLE #	YES	NO	Comments
Do you currently own a car?	1	✓		current car is a wreck, really need a new one
	2	✓		current car is too small
Can you operate a manual transmission?	1	✓		drives one now
	2	✓		drove one a long time ago, but prefers an automatic
If you do not know how to operate a manual transmission, would you be willing to learn?	1	✓		
	2	✓		doesn't seem very interested
Do you drive more in the city or are you on the road a lot?	1			lives in the country and is on the road a lot
	2			job is close to house and daycare center
Do you have children?	1		✓	
	2	✓		has child seats that take up a lot of room
Are you looking for comfort or performance?	1			probably performance
	2			comfort
Can you do small repairs yourself?	1	✓		likes fixing car, doing oil changes and basic maintenance
	2		✓	doesn't know very much about cars

MASTER CHART

Information about Cars

The matching of driver profile and car will be applied to the oral interaction task. This chart outlines specific information from the texts.

INFORMATION	Mitsubota Best for Role #2	Caddisler Best for Role #1
a) <i>What type of transmission does it feature?</i>	Manual	Automatic
b) <i>What equipment is included?</i>	Air conditioning, cruise control, electric door lock and windows	Cruise control, A/C, electric windows
c) <i>Has it been rustproofed? For how long?</i>	Yes, for six years	Yes, for two years
d) <i>Is it a reliable car?</i>	Very reliable according to Joe.	Less reliable than the Mitsubota, according to Joe.
e) <i>How comfortable is it?</i>	Not very roomy.	Big car with lots of room.
f) <i>How performant is it?</i>	Manual, more fun to drive	Engine is more powerful than the Mitsubota.
f) <i>Other notes:</i>		
Mitsubota: Black, no rust, 100,000 km. Open to negotiation. Paint is not high-quality, tends to rust early.		
Caddisler: Blue, new paint, refurbished, 72,000 km. reasonable price. Tires wear faster than on other models.		

Transcript of the Recording

Joe's Car Show

Hi I'm Joe and welcome to season six of "Joe's Car Show". It's now time to answer my fan mail. I have a fan who sent me an e-mail this week, it goes like this: "Hi Joe, I love your show and I need your advice. What is the best choice between a manual Mitsubota with 100,000 km on the odometer, or an automatic Caddisler with 72,000 km? The Mitsubota is fully-equipped and well-maintained, and the Caddisler is more recent but less equipped."

Ok my friend, that is a difficult choice to make. The Mitsubota is a very reliable car, and you'll probably keep it for many years. The fact that it is manual will save gas, and I think it'll also be more fun to drive. On the downside, the paint is not high-quality, so it tends to chip and the car rusts early. It is also not very roomy, so if you're a tall person or if you have children, you might want to avoid that model.

On the other hand, the Caddisler is also a very good car. Its engine is more powerful than the Mitsubota, but it's also automatic, so it will use more gas. Caddislers in general are less reliable than Mitsubotas, but the model you mention is more recent and has less mileage, so both cars are pretty much equivalent. Some Caddisler owners say that their cars wear their tires faster than other models. It's a big car with lots of room, so if you have children who sit in the back, you'll be more comfortable.

To choose between these two cars, you have to consider how you will use your car. If you drive in the city, I recommend the Mitsubota for fuel economy and because it's smaller. If you drive for long trips, then I recommend the Caddisler, because it's bigger and more stable at high speeds.

I hope this helps! This was "Joe's Car Show", see you next week everybody!

Direction de l'éducation des adultes et de l'action communautaire

EVALUATION

Criterion-Referenced Rubrics

For: _____
Adult Learner's Name

By: _____
Teacher's Name

Diversified Basic Education Program
English as a Second Language

Dare to Compare
ANG-4101-2

Congrès de l'AQIFGA 2015

Competency 1: Interacts Orally in English (60%)

Step 1: For each criterion, circle the statement that corresponds to the performance of the learner

Step 2: Record results in the appropriate boxes, keeping in mind that only points contained in the grid are applicable

RATING SCALE		EXCELLENT	VERY GOOD	GOOD	WEAK	VERY WEAK	MARK
CRITERIA							
1.1 Adequate participation in oral English at all times	Demonstrates fluency in discourse	Speaks almost fluently with connected phrasing. Very few hesitations	Speaks fairly fluently. Hesitations or slight lack of connection do not interfere with interaction	Messages are understood with some interpretation. Occasional reference to a language other than English	Interaction hindered by hesitations and incomplete messages. Notes mainly recited or frequent use of a language other than English	Interaction 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 create a flowing interchange of ideas and build further discussion	Smooth interaction; creates a favorable interchange of ideas and builds further discussion	Interaction created by attempts to create an exchange of ideas and build further discussion	Often needs prompting to introduce an exchange of ideas and/or continue discussion	Interaction limited by constant need for prompting	
		10	8	6	4	2	
1.2 Pertinence of the message expressed	Discusses facts, opinions and suggestions	Effortlessly discusses factual information, opinions and suggestions using organized and personalized text	Easily discusses factual information, opinions, comparisons and suggestions using mostly organized and personalized text	Adequate discussion of information, opinions, comparisons and suggestions using some personalized text	Engages in limited discussion of information and ideas using personalized text; reads most notes	Little discussion or exchange of ideas; reads notes and information	/20
		10	8	6	4	2	
	Shares results and conclusions	Uses convincing persuasion; skilled organization of ideas facilitates the exchange of credible, justified results and conclusions	Uses convincing persuasion; appropriate organization of ideas facilitates the exchange of credible results and conclusions	Uses passable persuasion; sufficient organization of ideas facilitates the exchange of results and conclusions with some minor complications	Uses little persuasion; insufficient organization of ideas hinders the exchange of results and conclusions	Persuasion lacks credibility; limited organization of ideas hinders the exchange of results and conclusions	
		10	8	6	4	2	

RATING SCALE		EXCELLENT	VERY GOOD	GOOD	WEAK	VERY WEAK	MARK
CRITERIA							
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 and syntax mistakes	Mainly uses complete, well-structured sentences and makes a few minor grammar and syntax mistakes	Uses very simple sentence structures; some words other than English; makes some grammar and syntax mistakes that do not impede intelligibility	Many sentences lack structure; often speaks in phrases or words other than English; makes grammar mistakes that sometimes impede intelligibility	Usually speaks in phrases; resorts to a language other than English; makes many grammar and syntax mistakes that impede intelligibility	/20
		10	8	6	4	2	
	Uses topic-appropriate vocabulary and expressions	Employs familiar on-topic vocabulary and appropriate register throughout the interaction	Usually employs familiar on-topic vocabulary and appropriate register throughout the interaction	Mostly employs familiar on-topic vocabulary and appropriate register throughout most of the interaction	Uses inappropriate, vocabulary and/or register, clarity of message is affected	Interaction often impeded by use of inappropriate vocabulary or register	
		5	4	3	2	1	
	Uses correct pronunciation and enunciation	Particularly clear speech delivery. Pronunciation errors are minor, if any	Clear speech delivery. A few minor errors in pronunciation	Mainly clear speech delivery. Errors in pronunciation do not affect the clarity of the message	Sometimes unclear or muffled speech delivery. Errors in pronunciation affect the clarity of the message	Unclear or muffled speech delivery. Errors in pronunciation hinder the understanding of the message	
		5	4	3	2	1	

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: /60

Competency 2: Reinvests Understanding of Texts (40%)

Step 1: For each criterion, circle the statement that corresponds to the performance of the learner

Step 2: Record results in the appropriate boxes, keeping in mind that only points contained in the grid are applicable

RATING SCALE		EXCELLENT	VERY GOOD	GOOD	WEAK	VERY WEAK	MARK
CRITERIA							
2.1 Demonstration of Understanding through the Response Process	Comprehends and interprets information and findings	Thorough text comprehension; draws complete, accurate conclusions and introduces plausible reasoning	Good text comprehension. Draws accurate conclusions with some minor inaccuracies or insignificant flaws in reasoning	Acceptable text comprehension. A few noticeable omissions, inaccuracies or flaws in reasoning	Reduced text comprehension. Many noticeable omissions, inaccuracies or flaws in reasoning	Poor text comprehension. Inaccurate or missing conclusions and/or implausible reasoning	/20
		10	8	6	4	2	
	Establishes links between facts and causes/consequences	Effectively validates ideas and reasons for choices by skillfully linking to supporting information from texts	Validates ideas and reasons for choices by credibly linking to supporting information from texts	Able to substantiate some ideas and/or reasons for choices using information from texts	Many weak or missing links between ideas and/or reasons for choices and information from texts	Mostly weak or missing links between ideas and/or reasons for choices and information from texts	
		10	8	6	4	2	
2.2 Pertinent Use of Knowledge in a Reinvestment Task	Selects and utilizes pertinent information	Consistently and insightfully chooses and makes use of information	Accurately chooses and makes use of credible information	Some minor inconsistencies in choice and/or use of information that do not impede understanding	Credibility sometimes hindered by inaccurate choice and/or use of information	Credibility hindered by inaccurate choice and/or use of information	/20
		10	8	6	4	2	
	Adapts communication to context	Effectively introduces and modifies information, responses and communication style when necessary throughout the oral exchange	Generally modifies information, responses and communication style when necessary throughout the oral exchange	Endeavours to modify information, responses and communication style throughout the oral exchange	Rarely modifies information, responses and communication style throughout the oral exchange	Struggles with newly introduced ideas and information hinder exchanges	
		10	8	6	4	2	

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

Mark for Competency 2: /40

ADULT LEARNER'S RESULTS SHEET

(Optional)

Program: English as a Second Language
Course title: *Dare to Compare*
Course code: ANG-4101-2
Version of examination: Pedagogical Guide Version

Adult learner's name: _____

Teacher's name: _____

School board: _____

Adult education centre: _____

Date of examination: _____

Competency 1	Result: ____ / 60 marks
Comments:	
Competency 2	Result: ____ / 40 marks
Comments:	

Final result: ____ / 100 marks

WORKING DOCUMENT