The Evolution of Evaluation

An Active Look at Competency-Based Evaluation

May 1st 2015
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Workshop Goal

- To provide an overview of evaluation tools in ENG-4103-3

- To use Criterion-Referenced Rubrics to arrive at a judgement for learners’ productions (written and oral)
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Overview

• Introduction of English to Inform (ENG-4103-3)

• A brief comparison between the current and new ELA certification exam

• Policy of Evaluation

• To Support Learning VS End-of-Course Evaluation
The ability to discuss and analyze news reports, feature stories and documentaries in order to produce oral and written news reports.

End-of Course Outcomes:
• Discuss and analyze: news reports, feature stories, objective and persuasive documentaries
• Present orally: a report
• Produce: a written report, a feature story
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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.

**Tasks:**

**Part 1**
- Read and analyze a written report

**Part 2**
- Write a short report

**Part 3**
- Role-play the part of a reporter
A COMMON VISION OF EVALUATION OF LEARNING

General education in the youth sector
General education in the adult sector
Vocational training

Recognition of judgment
Respecting differences
Integration of evaluation into the learning process
Conformity with the programs
Active role of the student

Certification of studies
Improving the quality of language
Active role of the student

Teacher’s judgment
Respecting differences
Integration of evaluation into the learning process
Conformity with the programs

Planning
Information gathering and analysis

Learning and evaluation situation
Support for learning

Decision - action
Recognition of competencies

Openness
Equality
Rigour

Student success

Evaluation for better learning

Unrevised Document
Distinction between *To Support Learning* and *End of Course Evaluation*
ENG-4103-3

The Definition of the Evaluation Domain (DED)

- The “blue print” of the exam
- Prescriptive
- A fully public document-transparent and informative
- Must be integrated with the course
- Informs learners how they are evaluated
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DED – Fact Finding Activity

Evaluation Content
• Broad Area of Learning
• Competencies
• Criteria

Explanation of the Evaluation Content
• What is being assessed?

Specifications for the Evaluation Instruments
• How is it being assessed?
DED – Fact Finding Activity

Where do you find:

• the weighting?
• the authorized materials?
• time allocation for each task?
Accompanying Documents

Admin Guide includes:

- Procedures
- Materials and resources allowed
- Task and time allocations
- Equipment and technology

Correction Guide includes:

- the situation description
- instructions for assessment and evaluation
- exemplars
- criterion-referenced rubrics
Using the Rubric To Evaluate

Evaluating learner productions:

Task 1:
• Familiarize yourself with the criteria for
  
  Competency 3: Produces texts for personal and social purposes
• Assess the learner’s production

Task 2:
• Familiarize yourself with the criteria for
  
  Competency 1: Uses language/talk to communicate and to learn
• Assess the learner’s production
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Compare and Share
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Summary, Closing Comments, Questions

Workshop Evaluations