

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

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Overview of ENG-4103-3 *English to Inform*

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:

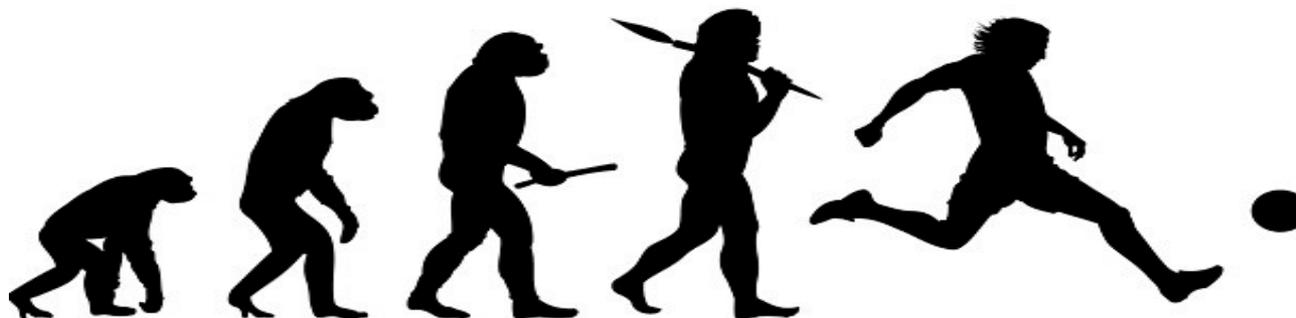
- Discuss and analyze: news reports, feature stories, objective and persuasive documentaries
- Present orally: a report
- Produce: a written report, a feature story

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ENG-4103-3 (New exam)

(English to Inform - Version A)

Learner first encounters:

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

ENG-4062-3 (Current exam)

(Language in Work and Society - Version A)

Learner first encounters:

Tasks:

Part 1

- Write a résumé based on the subject of a biography read in class or approved by the teacher
- Write a letter of application for a job/position best suited to the subject of the biography

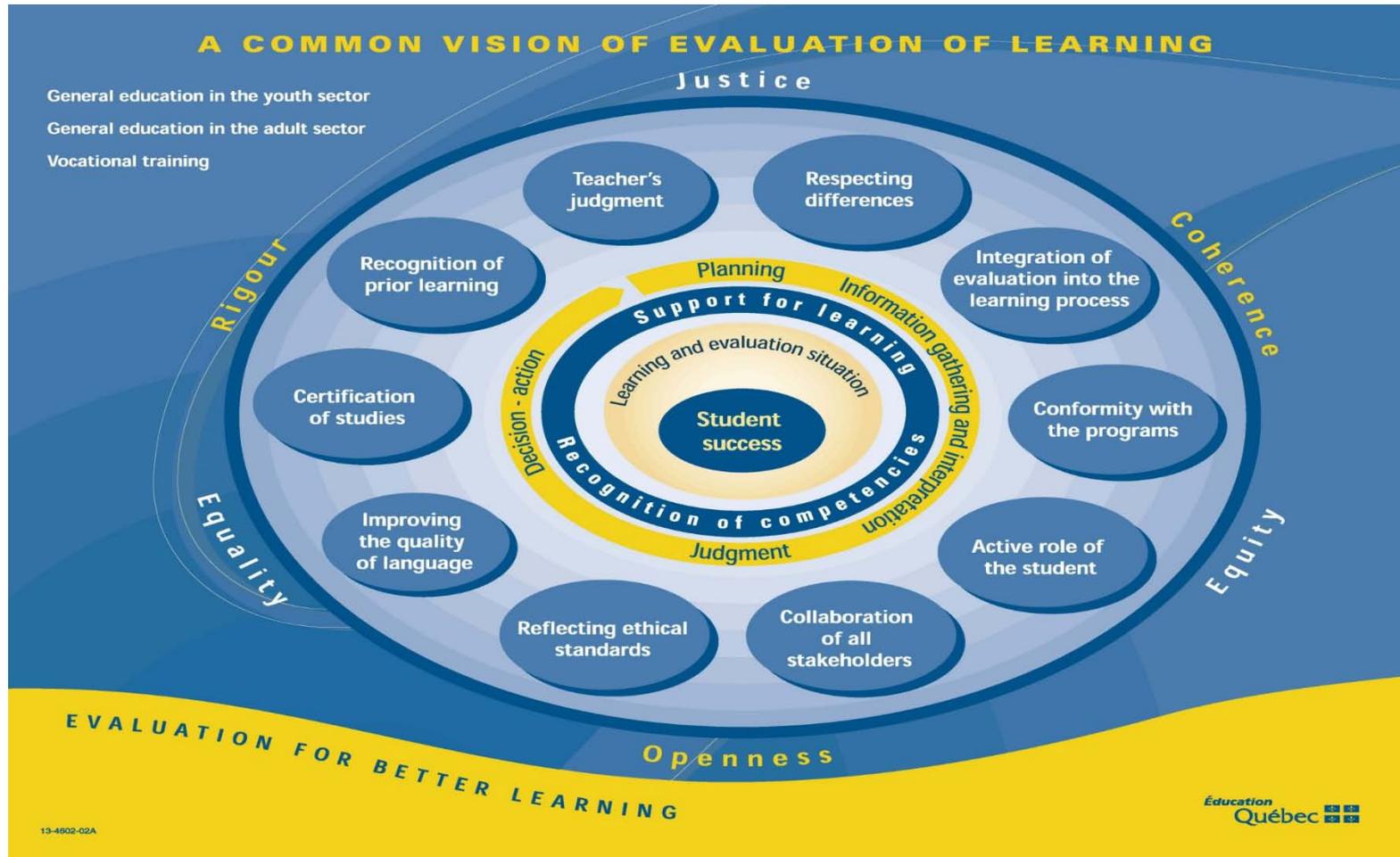
Part 2

- Participate in an interview or social speaking situation

Part 3

- Listening to an interview and responding to questions found in this booklet
- Reading a passage from a biography found in the Resource Booklet and responding to questions in this booklet

Policy on Evaluation of Learning



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Distinction between *To Support Learning* and *End of Course Evaluation*

The Purpose of...

assessment
is to
INCREASE
quality.



evaluation
is to **JUDGE**
quality.



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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?



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DED – Fact Finding Activity

Where do you find:

- the weighting?
- the authorized materials?
- time allocation for each task?



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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

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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

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