

# DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

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Diversified Basic Education Program

English Language Arts

ENGLISH TO INFORM

ENG-4103-3

WORKING DOCUMENT

Congrès de l'AQIFGA 2015

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## Introduction

The Definition of the Evaluation Domain (DED) ensures consistency between a course and the related evaluation instruments. The DED is used to select, organize and describe the essential and representative elements of the course. The DED is based on the program of study and the course, but should by no means replace them in the planning of instructional activities.

All the DEDs produced after June 30<sup>th</sup> 2014 by the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche are prescriptive. Consequently, they are the reference documents to be used in the development of all examinations, be they ministerial examinations or those developed by adult education centres or by Société GRICS (BIM). The DEDs thus serve as a model for preparing multiple equivalent versions of examinations that are valid across the province.<sup>1</sup>

In addition, as set out in the *Policy on the Evaluation of Learning*, adult learners must know what they will be evaluated on and what is expected of them.<sup>2</sup> The DEDs and the criterion-referenced rubrics (contained in the evaluation instruments) could be used for this purpose.

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1 Québec, Ministère de l'Éducation du Québec, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 47.

2 Québec, Ministère de l'Éducation du Québec, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 9.

## Evaluation Content

General Information	
<p><b>Broad Area of Learning</b><sup>3</sup></p> <ul style="list-style-type: none"> <li>• Environmental Awareness and Consumer Rights and Responsibilities</li> </ul> <p><b>Subject Area</b></p> <ul style="list-style-type: none"> <li>• Languages</li> </ul> <p><b>Families of Situations</b></p> <ul style="list-style-type: none"> <li>• Seeking and imparting information</li> <li>• Developing and supporting a stance</li> </ul>	<p><b>Program</b></p> <ul style="list-style-type: none"> <li>• English Language Arts</li> </ul> <p><b>Course</b></p> <ul style="list-style-type: none"> <li>• English to Inform</li> </ul>
Essential Elements Targeted by the Evaluation	
<p><b>Subject-Specific Competencies</b></p> <ol style="list-style-type: none"> <li>1. Uses language/talk to communicate and to learn</li> <li>2. Reads and listens to written, spoken and media texts</li> <li>3. Produces texts for personal and social purposes</li> </ol>	<p><b>Categories of Knowledge</b></p> <ul style="list-style-type: none"> <li>• Textual Elements</li> <li>• Linguistic Elements</li> </ul>
Evaluation Criteria	
<p><b>Evaluation Criteria for Competency 1</b></p> <ol style="list-style-type: none"> <li>1.1 Effective communication of ideas</li> <li>1.3 Appropriate use of language conventions</li> </ol> <p><b>Evaluation Criteria for Competency 2</b></p> <ol style="list-style-type: none"> <li>2.1 Coherent construction of meaning from texts</li> <li>2.2 Demonstration of understanding contextual connections</li> <li>2.3 Thorough comprehension of structures and features of texts</li> <li>2.4 Critical interpretation of texts</li> </ol> <p><b>Evaluation Criteria for Competency 3</b></p> <ol style="list-style-type: none"> <li>3.1 Effective organization of texts to communicate</li> <li>3.2 Appropriate adaptation of language for audience and purpose</li> <li>3.3 Appropriate use of structures, features, codes and conventions of texts</li> <li>3.4 Correct application of language conventions ( usage and mechanics )</li> </ol>	<p><b>Proficiency in Subject-Specific Knowledge</b></p> <p>Proficiency in subject-specific knowledge presupposes its acquisition, understanding, application and mobilization, and is therefore linked with the evaluation criteria for the competencies.</p>

<sup>3</sup> The broad area of learning is stated exactly as in the course of this program of study. However, the person who designs the evaluation instrument may choose other broad areas of learning.

## Explanation of the Evaluation Content

### Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

The criterion 1.2 “Effective Communication for Learning” is not evaluated for certification purposes. However, the adult learner must be provided with feedback on this criterion.

### Information clarifying the evaluation criteria

1.1 Effective communication of ideas	<ul style="list-style-type: none"> <li>Establishment of a context for the report</li> <li>Use of unbiased, neutral language to present the report's content</li> <li>Presentation of information in a logical and coherent manner</li> <li>Inclusion of facts and quotes to support the oral report</li> <li>Summary of main points to conclude the oral report</li> </ul>
1.3 Appropriate use of language conventions	<ul style="list-style-type: none"> <li>Use of various oral communication features to generate interest and captivate audience</li> <li>Adapts the formality of the language (register) to the context and audience</li> </ul>
2.1 Coherent construction of meaning from texts	<ul style="list-style-type: none"> <li>Identification of any narrative, explanatory and/or persuasive elements and explanation of how they are used in Informative texts</li> <li>Identification of the text's target audience</li> </ul>
2.2 Demonstration of understanding contextual connections	<ul style="list-style-type: none"> <li>Establishment of a text-to-self connection</li> </ul>
2.3 Thorough comprehension of structures and features of texts	<ul style="list-style-type: none"> <li>Assessment of the language of the text ( bias, neutrality)</li> </ul>
2.4 Critical interpretation of texts	<ul style="list-style-type: none"> <li>Assessment of the balance of perspectives in the text</li> <li>Evaluation of the text's arguments and conclusions</li> </ul>
3.1 Effective organization of texts to communicate	<ul style="list-style-type: none"> <li>Formulation of a purpose and context for the text</li> <li>Creation of a coherent and cohesive text</li> <li>Presentation of ideas and arguments in a logical and organized manner</li> <li>Summary of main points in the conclusion of the text</li> </ul>
3.2 Appropriate adaptation of language for audience and purpose	<ul style="list-style-type: none"> <li>Use of formal tone, language and style suitable to the topic and target audience</li> </ul>
3.3 Appropriate use of structures, features, codes and conventions of texts	<ul style="list-style-type: none"> <li>Inclusion of sufficient, relevant and detailed factual information</li> <li>Use of textual features of reports</li> </ul>
3.4 Correct application of language conventions (usage and mechanics)	<ul style="list-style-type: none"> <li>Use of the grammar and mechanics of standard English</li> </ul>

## Proficiency in Subject-Specific Knowledge

Proficiency in subject-specific knowledge is evaluated through the evaluation of competencies, using tasks related to the evaluation criteria.

## Weighting

The weighting of the evaluation of competencies is determined in accordance with the *Framework for the Evaluation of Learning* in general education in the youth sector.

However, in secondary 4, there is some deviation from this framework based on the focus of the expected learning in each course.

Weighting of Competency 1 “Uses language/talk to communicate and to learn”: 30%

Weighting of Competency 2 “Reads and listens to written, spoken and media texts”: 30%

Weighting of Competency 3 “Produces texts for personal and social purposes”: 40%

The weighting of the evaluation criteria appears in the assessment tools provided in the *Correction and Evaluation Guide*. The adult learner must be made aware of each evaluation criterion and its corresponding weighting found in the Criterion-Referenced Rubric.

## Knowledge

The following list represents the knowledge selected from the course and targeted for the evaluation of the competencies. The instrument of evaluation requires the mobilization of knowledge from the following list:

- Textual Elements
  - ✓ audience and communication context
  - ✓ coherence and cohesion
  - ✓ consistency or logical presentation of ideas
  - ✓ emotional/aesthetic/intellectual appeal of text
  - ✓ main and supporting ideas
  - ✓ layout of written reports
  - ✓ objectivity and bias
  - ✓ paragraphing (features of introductory, body and concluding paragraphs)
  - ✓ social function(s) of text
  - ✓ sufficient vs. insufficient development of ideas
  - ✓ textual features of reports (e.g. titles, headings/subheadings, images, etc.)
- Linguistic Elements
  - ✓ agreement (of person, subject and verb, verb tenses, pronoun and antecedent)
  - ✓ capitalization and punctuation (commas, quotation marks, end punctuation)
  - ✓ language (neutral, connotative)
  - ✓ language devices ( e.g. hyperbole, irony, innuendo)
  - ✓ language functions (contextualizing, summarizing, paraphrasing, rephrasing)
  - ✓ language tone and register (style/level of language suitable to the context)
  - ✓ oral communication features (voice tone, speed, volume, emphasis, enunciation, pronunciation)
  - ✓ syntax
  - ✓ transition expressions including time and sequence markers

## Specifications for the Evaluation Instruments

### Examination: Number of Parts, Sections, Procedure and Duration

The examination consists of three parts.  
Total duration: 210 minutes

Part 1 – Evaluation of the competency “Reads and listens to written, spoken and media texts”  
Duration: 90 minutes

Part 2 – Evaluation of the competency “Produces texts for personal and social purposes”  
Duration: 75 minutes

Part 3 – Evaluation of the competency “Uses language/talk to communicate and to learn”  
Duration: 45 minutes, i.e. 42 minutes to prepare for the oral report and 3 minutes to deliver the oral report

Parts 1 and 2 must be administered during the same examination session. Part 3 must be administered during a different examination session. However, the sequence cannot be interchanged.

### Examination Content

The evaluation situation consists of three tasks. These tasks are designed to demonstrate the adult learner’s ability to analyze, understand and assess information found in reports, write a report and then present the report orally.

Part 1 – Evaluation of the competency “Reads and listens to written, spoken and media texts”

This part satisfies the analytical and interpretive requirements of the course. The adult learner provides short answer responses to three questions (approximately 100 words for each response). This part satisfies the course’s intent to make the adult learner aware of how language in informative texts, such as news reports, can be manipulated to be explanatory, narrative or persuasive. The adult learner’s ability to assess the stance and tone of these texts will help the adult learner determine whether the text’s arguments, opinions and conclusions are credible.

Part 2 – Evaluation of the competency “Produces texts for personal and social purposes”

This part satisfies the written requirement for the course. The adult learner writes a report based on the issue in Part 1, giving a balanced and informed perspective (approximately 350 words) on the topic. The adult learner’s ability to write an unbiased, captivating and coherent report that includes relevant and supporting facts and information, reflects the adult learner’s knowledge of the formality and communicative powers of informative texts.

Part 3 – Evaluation of the competency “Uses language/talk to communicate and to learn”

This part satisfies the oral requirement for the course. The adult learner role-plays the part of a reporter and orally presents the written report produced in Part 2 (3 minutes). This part demonstrates the adult learner’s ability to use oral communication skills (e.g. varying tone, speed, stress, etc.) while establishing a context for the report and presenting information in a diligent and coherent fashion that captivates the audience.

### Information-Gathering Tools

Part 1 – Evaluation of the competency “Reads and listens to written, spoken and media texts”

- Question and short answer format

Part 2 – Evaluation of the competency “Produces texts for personal and social purposes”

- Written report

Part 3 – Evaluation of the competency “Uses language/talk to communicate and to learn”

- Oral report

### Authorized Materials

Part 1 – Evaluation of the competency “Reads and listens to written, spoken and media texts”

- *Resource Booklet*
- English-English dictionary\*
- Thesaurus\*

Part 2 – Evaluation of the competency “Produces texts for personal and social purposes”

- Adult learner’s own *Resource Booklet*
- Completed *Adult’s Booklet* from Part 1
- English-English dictionary\*
- Thesaurus\*

\*Paper format only

Part 3 – Evaluation of the competency “Uses language/talk to communicate and to learn”

- A **photocopy** of the adult learner’s own written report found in *Adult’s Booklet Part 2*
- Notes pages (found in *Adult’s Booklet Part 3*)

### Assessment Tools

The assessment tool for Part 1, Part 2 and Part 3 is the criterion-referenced rubric (one for each competency). Criterion-referenced interpretation involves comparing the information gathered with the expected outcomes.<sup>4</sup> The **three** criterion-referenced rubrics are appended to the *Correction and Evaluation Guide* and include the following rating scale:

- Excellent
- Very good
- Good
- Weak
- Very weak

To facilitate the evaluation process, an oral assessment grid has been added to the *Correction and Evaluation Guide*.

4 Québec, Ministère de l’Éducation, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 28-29.

**Pass Mark**

The pass mark is 60% for the examination as a whole.

**Retakes**

The adult learner must retake the entire examination.

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