

DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

English as a Second Language

STORIES – COURSE 2

ANG-4102-1

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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, 2014, by the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MEESR) 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.¹

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.² The DEDs and the criterion-referenced rubrics (contained in the evaluation instruments) could be used for this purpose.

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

² *Ibid.*, 9.

Evaluation Content

General Information	
<p>Broad Areas of Learning³</p> <ul style="list-style-type: none"> • Media Literacy • Citizenship and Community Life <p>Subject Area</p> <ul style="list-style-type: none"> • Languages <p>Families of Situations</p> <ul style="list-style-type: none"> • Informing • Expressing 	<p>Program of Study</p> <ul style="list-style-type: none"> • English as a Second Language <p>Course</p> <ul style="list-style-type: none"> • Stories
Essential Elements Targeted by the Evaluation	
<p>Subject-Specific Competencies</p> <ol style="list-style-type: none"> 1. Interacts orally in English 2. Reinvests understanding of texts 	<p>Categories of Knowledge</p> <ul style="list-style-type: none"> • Functional Knowledge • Linguistic Knowledge • Textual Knowledge
Evaluation Criteria	
<p>Evaluation Criteria for Competency 1</p> <ol style="list-style-type: none"> 1.1 Adequate participation in oral interaction in English at all times 1.2 Pertinence of the expressed message 1.3 Coherent articulation of the message <p>Evaluation Criteria for Competency 2</p> <ol style="list-style-type: none"> 2.1 Demonstration of understanding through the response process 2.2 Pertinent use of knowledge in a reinvestment task 	<p>Proficiency in Subject-Specific Knowledge</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>

³ The broad areas of learning are stated exactly as in the course. 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.

Information Clarifying the Evaluation Criteria

1.1 Adequate participation in oral interaction in English at all times	<ul style="list-style-type: none"> • Demonstrates fluency in discourse • Participates in oral interaction
1.2 Pertinence of the message expressed	<ul style="list-style-type: none"> • Recounts stories and/or personal experiences • Shares feelings, opinions and explanations
1.3 Coherent articulation of the message	<ul style="list-style-type: none"> • Uses appropriate oral text structures (complete sentences, grammar and syntax) • Uses topic-appropriate vocabulary and expressions • Uses correct pronunciation and enunciation
2.1 Demonstration of understanding through the response process	<ul style="list-style-type: none"> • Comprehends and interprets short narrative texts • Establishes links between facts and feelings or opinions
2.2 Pertinent use of knowledge in a reinvestment task	<ul style="list-style-type: none"> • Selects and utilizes pertinent information • Tailors message to purpose and audience

Proficiency in Subject-Specific Knowledge

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

Weighting

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

Competency 1, *Interacts orally in English*: 60%

Competency 2, *Reinvests understanding of texts*: 40%

The weighting of the evaluation criteria appears in the assessment tools provided in the *Correction and Evaluation Guide*. Adult learners must be made aware of the evaluation criteria used to evaluate them and the corresponding weighting of each criterion, as set out in the criterion-referenced rubric.

Knowledge

The evaluation instruments are designed to require the mobilization of a representative sample of the targeted knowledge listed below, depending on the context of the situation.

- Functional Knowledge
 - Informing:
 - Gathering/finding out information related to a story/narrative
 - Understanding and reporting on the circumstances leading to an event
 - Relaying information from a story/narrative read, viewed or listened to
 - Retracing and giving an account of a series of actions in chronological order
 - Explaining and discussing outcomes of stories
 - Expressing:
 - Bringing up recollection of past experiences
 - Recognizing, expressing and finding out about likes, dislikes, preferences, wishes and feelings
- Linguistic Knowledge
 - Grammar and Syntax:
 - Compound adjectives and adjective order
 - Adverbs (of manner and place)
 - Prepositions of movement
 - Verb/time references (past progressive)
 - Vocabulary:
 - Related to telling stories, describing and explaining
 - Pertaining to feelings and opinions
 - Topic-appropriate expressions
 - Semantics:
 - Phrasal verbs
 - Phonology:
 - Intonation
 - Relaxed pronunciation
- Textual Knowledge
 - Coherence/Cohesion:
 - Subordinating conjunctions (time)
 - Organization of ideas (climactic order)
 - Transitional expressions (related to time and space)
 - Textual Organization:
 - Language register
 - Introduction, development and conclusion of oral texts
 - Context
 - Purpose of text
 - Target audience

Specifications for the Evaluation Instruments

Examination: Number of Parts, Sections, Procedure and Duration

Competencies evaluated:

- Competency 1, *Interacts orally in English*
- Competency 2, *Reinvests understanding of texts*

The examination consists of two sections.

Total duration: 110 minutes

Section 1: Interpretation

Duration: 90 minutes

Section 2: Interaction

Duration 20 minutes (15 minutes for notes review and approximately 5 minutes for the interaction)

Section 1 and Section 2 may be administered during the same evaluation session or during different evaluation sessions. Section 1 must be administered before Section 2.

Examination Content

The evaluation situation consists of tasks during which the adult learner chooses and recounts a narrative text. The adult learner also shares a personal story or anecdote and expresses feelings and opinions about the texts.

In each examination, three informative and/or expressive written texts are provided to serve as a springboard for the oral interaction. The written texts provided consist of approximately 300 words each, depending on the context.

During Section 1, the adult learner:

- Reads short narrative texts.
- Selects one of the texts as a springboard for discussion during the Interaction Section.
- Uses prompts provided in the *Adult's Booklet* to construct the meaning of texts and to choose a story or personal experience that can be linked to the chosen text. Combines selected information/ideas from texts with own ideas in the Notes pages of the *Adult's Booklet* to prepare for the Interaction Section. The teacher will return the Notes pages to the adult learner to prepare for the Interaction Section.

During Section 2, the adult learner:

- Reviews the Notes pages from the *Adult's Booklet*.
- Interacts one-on-one with the teacher by:
 - Recounting a short narrative text
 - Asking and answering closed or open-ended questions
 - Sharing a story or personal experience
 - Identifying and making use of pertinent information
 - Expressing feelings and opinions

The adult may use the Notes pages of the *Adult's Booklet* as a reference during the interaction.

Information-Gathering Tools

Information-gathering tool used to evaluate Competency 1 and Competency 2:

- Oral interaction

Authorized Materials

During Section 1:

- English dictionary*
- Bilingual dictionary* (English and another language)
- Thesaurus*
- Published English grammar book*

*Paper format only.

During Section 2:

- Notes pages** from the *Adult's Booklet*

**The notes must be in point form, no sentences.

Assessment Tools

The assessment tool for the evaluation of the competencies is the criterion-referenced rubric (one for each competency). Criterion-referenced interpretation involves comparing the information gathered with the expected outcomes.⁴ The criterion-referenced rubrics are appended to the *Correction and Evaluation Guide* and include the following rating scale:

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

Pass Mark

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

Retakes

The adult learner must retake the entire examination.

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

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