



**DEFINITION OF THE EVALUATION DOMAIN  
FOR CERTIFICATION AND RECOGNITION**

**Course**  
***Establishing Connections***  
**ANG-2101-4**

**Common Core Basic Education Program**  
***English as a Second Language***

**November 2012**



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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.

The DED is the reference document that ensures the validity of the examinations across the province.<sup>1</sup> This document serves as a framework for developing multiple equivalent versions of an evaluation instrument.

The DED for each ministerial examination is developed by the Ministère de l'Éducation, du Loisir et du Sport (MELS). The DEDs for other types of examinations are developed by MELS or, at the request of school boards, by Société GRICS (BIM). For ethical reasons, only those responsible for developing Definitions of the Evaluation Domain can modify their content.

Examinations developed by MELS are consistent with the content of their respective DEDs. It is recommended that all other examinations be in agreement with the DED.

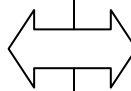
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<sup>1</sup> Québec, Ministère de l'Éducation du Québec, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 47.

## Evaluation Content

| <b>General Information</b>  |   |
|---|---|
| <p><b>Broad Areas of Learning</b></p> <ul style="list-style-type: none"> <li>• Citizenship</li> <li>• The World of Work</li> <li>• Health and Well-Being</li> <li>• Environmental and Consumer Awareness</li> </ul> <p><b>Subject Area</b></p> <ul style="list-style-type: none"> <li>• Languages</li> </ul> <p><b>Class of Situations</b></p> <ul style="list-style-type: none"> <li>• Relationships in an English-speaking environment</li> </ul> | <p><b>Program</b></p> <ul style="list-style-type: none"> <li>• English as a Second Language</li> </ul> <p><b>Course</b></p> <ul style="list-style-type: none"> <li>• Establishing Connections ANG-2101-4</li> </ul> |
| <b>Essential Elements Targeted by the Evaluation</b>  |   |
| <p><b>Competency</b></p> <ul style="list-style-type: none"> <li>• To deal with a real-life situation pertaining to the class of situations targeted by the course.</li> </ul>   | <p><b>Categories of Knowledge</b></p> <ul style="list-style-type: none"> <li>• Language functions</li> <li>• Vocabulary</li> <li>• Grammar</li> </ul>   |

| <b>Evaluation Criteria and Weighting</b>   |   |
|--|---|
| <p><b>Evaluation Criteria for the Competency</b></p> <p>Interacts adequately in formal and informal conversations within familiar contexts (40 %)</p> <p>Comprehends simple non-interactive listening products globally (10 %)</p> <p>Interprets simple narrative and descriptive texts within familiar contexts adequately (20 %)</p> <p>Writes short simple texts within familiar contexts adequately (30 %)</p> | <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 competency.</p> |



## Explanation of the Evaluation Content

### Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

### Information Clarifying the Evaluation Criteria

#### Interacts adequately in formal and informal conversations within familiar contexts

The above criterion assesses the adult's ability to:

- use language functions related to the situation;
- use vocabulary related to the situation;
- use grammar components related to the situation.

#### Comprehends simple non-interactive listening products globally

The above criterion assesses the adult's ability to:

- use information drawn from texts.

#### Interprets simple narrative and descriptive texts within familiar contexts adequately

The above criterion assesses the adult's ability to:

- use information drawn from texts.

#### Writes short simple texts within familiar contexts adequately

The above criterion assesses the adult's ability to:

- use language functions related to the situation;
- use vocabulary related to the situation;
- use grammar components related to the situation;
- convey information related to the situation.

### Proficiency in Subject-Specific Knowledge

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

### Weighting

The weighting for the evaluation of the competency is 100 %. The weighting of the evaluation criteria appears in the chart on the previous page.

### Knowledge

The knowledge targeted for the evaluation of the competency is selected from the following categories of essential knowledge from this course and from previous courses. The knowledge is chosen according to the real-life situation used for evaluation:

- Language functions
- Vocabulary
- Grammar

## Specifications for the Evaluation Instruments

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

The examination consists of one part divided into two sections. These sections may be administered during the same evaluation session or during different evaluation sessions in the predetermined order mentioned in the *Administration Guide*. The maximum length of the examination is of approximately 2 hours and 50 minutes.

Section - Oral Text Comprehension, Written Text Comprehension and Writing:

2 hours and 15 minutes

(Oral Text Comprehension: 45 minutes)

(Written Text Comprehension: 45 minutes)

(Writing: 45 minutes)

Section - Oral Interaction: 33 minutes (30 minutes for the preparation and 2 to 3 minutes for the interaction)

### Examination Content

The examination focuses on a real-life situation related to relationships in an English-speaking environment.

Section - Oral Text Comprehension, Written Text Comprehension and Writing

During the oral text comprehension evaluation, the adult learner:

- listens to simple non-interactive audio or video texts pertaining to exchanging ideas and interests in a formal or informal context;
- selects, uses or adapts information drawn from the texts by answering short questions, filling in blanks, choosing the appropriate answer, etc.

During the written text comprehension evaluation, the adult learner:

- reads simple narrative and/or informative texts pertaining to exchanging ideas and interests in a formal or informal context;
- selects, uses or adapts information drawn from the texts by answering short questions, filling in blanks, choosing the appropriate answer, etc.

During the writing evaluation, the adult learner:

- writes a short simple text pertaining to exchanging ideas and interests in a formal or informal context;
- may fill out a form pertaining to exchanging ideas and interests in a formal or informal context;
- expresses ideas and interests;
- may describe simple events or plans.

Section - Oral Interaction

During the *Preparation Phase* prior to interaction, the adult learner:

- reads a scenario pertaining to exchanging ideas and interests in a formal or informal context;
- writes personal notes (no sentences, only ideas) for reference during the interaction.

During the *Interaction Phase* that lasts 2 to 3 minutes, the adult learner:

- asks simple questions;
- responds to simple questions;
- expresses ideas and interests;
- may describe situations.

### **Information-Gathering Tools**

Section - Oral Text Comprehension, Written Text Comprehension and Writing

Oral Text Comprehension

- Questionnaire

Written Text Comprehension

- Questionnaire

Writing

- Written production

Section - Oral Interaction

- Observation Sheet (Teacher's Copy)

### **Authorized Materials**

Section - Oral Text Comprehension, Written Text Comprehension and Writing

- Bilingual and English dictionaries
- Grammar book

Section - Oral Interaction

- Bilingual and English dictionaries during the preparation
- Personal notes during the interaction (no sentences, only ideas)

### **Assessment Tools**

Assessment will be carried out using criterion-referenced rubric(s) based on a five-level rating scale. For the oral and written text comprehension evaluation, correction keys may also be used.

### **Pass Mark**

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

### **Retakes**

The adult learner must retake another version of the entire examination.