

DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

English as a Second Language

JOINING A COMMUNITY – COURSE 1

ANG-3101-2

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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

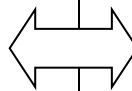
In addition, as set out in the *Policy on the Evaluation of Learning*, adult learners must know what they will be evaluated on and what is expected of them.² The DEDs and the criterion-referenced rubrics (contained in the evaluation instruments) may be used for this purpose.

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"> • Career Planning and Entrepreneurship • Citizenship and Community Life <p>Subject Area</p> <ul style="list-style-type: none"> • Languages <p>Family of Situations</p> <ul style="list-style-type: none"> • Informing 	<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"> • Joining a Community
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 message expressed 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"> • Asks and answers simple factual questions
1.3. Coherent articulation of the message	<ul style="list-style-type: none"> • Uses appropriate oral text structures • 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 factual information • Establishes links between facts and possibilities/capabilities
2.2. Pertinent use of knowledge in a reinvestment task	<ul style="list-style-type: none"> • Selects and utilizes pertinent information • Adapts communication to context

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:
 - Asking for/giving factual information about people, places, things and events
 - Identifying and communicating pertinent information
 - Understanding and discussing possibilities/capabilities of doing something
- Linguistic Knowledge
 - Grammar and Syntax:
 - Adjectives: differentiating *-ed/-ing* endings, placement in sentence
 - Adverbs: frequency
 - Conjunctions: coordinating
 - Modal auxiliaries: ability/inability, possibility, polite requests and statements
 - Nouns: countable/uncountable, possessives, plurals
 - Prepositions: movement, place and time
 - Pronouns: personal (subject and object form), possessive
 - Verb/time references: simple and progressive tenses, present and past of *to be*, future with *will*, conditional with *would*
 - Single-clause sentence structures: affirmative, negative, interrogative
 - Open- and closed-ended question formation
 - Vocabulary:
 - Interests/needs (e.g. personal experiences; lifestyles; places and travel; relationships)
 - Related to people, places, things and events
 - Semantics:
 - Synonyms and antonyms
 - Phrasal verbs (inseparable)
 - Phonology:
 - Contractions
 - Intonation for questions
 - Pronunciations of *-ed*
- Textual Knowledge
 - Coherence/Cohesion:
 - Agreement: person, number, gender, case, verb
 - Organization of ideas: questions to answers
 - Transitional expressions: spatial relation/direction, time relation/sequence
 - Textual Organization:
 - Language register
 - 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: 90 minutes

Section 1: Interpretation
Duration: 60 minutes

Section 2: Interaction
Duration: 30 minutes (26 minutes for notes review and approximately 4 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 asks for and gives factual information conveyed in texts related to personal needs and interests.

In each examination, two to three informative texts are provided to serve as a springboard for the oral interaction. The written texts provided consist of approximately 200 words each, depending on the context. Audio-mediated texts are no longer than two minutes.

During Section 1, the adult learner:

- Reads and listens to the texts provided (the adult is allowed full control of the recording).
- Uses prompts provided in the *Adult's Booklet* to construct the meaning of texts. Selects appropriate information and prepares to ask and answer questions in order to exchange factual information about people, places, things and events. The adult learner gathers and organizes information in the Notes pages of the *Adult's Booklet* to prepare for Section 2. The teacher will return the Notes pages to the adult learner at the beginning of Section 2.

During Section 2, the adult learner:

- Reviews the Notes pages from the *Adult's Booklet*.
- Interacts one-on-one with the teacher by:
 - Exchanging factual information about people, places, things and events
 - Identifying and communicating pertinent information
 - Understanding and discussing the capability or incapability of doing something

The adult learner may use the Notes pages from 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)
- Published English grammar book*
- Thesaurus*
- Read-only audio device (the adult learner must not be able to transfer nor reproduce the recording)

*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

To facilitate the evaluation process, an oral assessment grid may be added to the *Correction and Evaluation Guide* if deemed applicable or necessary by the team that designs the evaluation instrument.

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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