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

**Course**
*Opening New Doors*
**ANG-P101-4**

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

**February 2013**

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

# Evaluation Content

| General Information | |
|---|---|
| **Broad Areas of Learning**<br><br>• Citizenship<br>• The World of Work<br>• Health and Well-Being<br>• Environmental and Consumer Awareness<br><br>**Subject Area**<br><br>• Languages<br><br>**Class of Situations**<br><br>• Satisfying essential needs in an English-speaking environment | **Program**<br><br>• English as a Second Language<br><br><br><br>**Course**<br><br>• Opening New Doors ANG-P101-4 |

| Essential Elements Targeted by the Evaluation | |
|---|---|
| **Competency**<br><br>• To deal with a real-life situation pertaining to the class of situations targeted by the course. | **Categories of Knowledge**<br><br>• Language functions<br>• Vocabulary<br>• Grammar |

| Evaluation Criteria and Weighting | |
|---|---|
| **Evaluation Criteria for the Competency** | |
| Interacts adequately in simple conversations within predictable contexts (45 %) | **Proficiency in Subject-Specific Knowledge** |
| Interprets short simple informative texts within predictable contexts (30 %) | Proficiency in subject-specific knowledge presupposes its acquisition, understanding, application and mobilization, and is therefore linked with the evaluation criteria for the competency. |
| Fills out simple forms within predictable contexts (25 %) | |
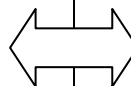
# Explanation of the Evaluation Content

**Evaluation Criteria**

The evaluation criteria are stated exactly as in the course.

**Information Clarifying the Evaluation Criteria**

Interacts adequately in simple 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.

Interprets short simple informative texts within familiar contexts

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 related information.

**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. 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 1 hour and 35 minutes.

Section - Written Text Comprehension and Writing: 60 minutes
       (Written Text Comprehension: 30 minutes)
       (Writing: 30 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 satisfying essential needs in an English-speaking environment.

Section - Written Text Comprehension and Writing

During the written text comprehension evaluation, the adult learner:
- reads very short texts pertaining to personal information and/or essential needs;
- 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:
- fills out a simple form pertaining to personal information and/or essential needs;
- expresses essential needs and/or gives personal information.

Section - Oral Interaction

During the *Preparation Phase* prior to interaction, the adult learner:
- reads a short scenario pertaining to personal information and/or essential needs;
- 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, routine and predictable questions;
- responds to simple, routine and predictable questions;
- expresses essential needs and/or gives personal information.

**Information-Gathering Tools**

Section - Written Text Comprehension and Writing

    Written Text Comprehension
- Questionnaire

    Writing
- Written production

Section - Oral Interaction
- Observation Sheet (Teacher's Copy)

**Authorized Materials**

Section - 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 written text comprehension evaluation, a correction key 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.