DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

English as a Second Language

IT'S A MATTER OF TASTE – COURSE 2   ANG-3102-1

June 2015

Québec

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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.

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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] Ibid., 9.

Evaluation Content

General Information

Broad Areas of Learning[3]

- Health and Well-Being
- Environmental Awareness and Consumer Rights and Responsibilities

Subject Area

- Languages

Families of Situations

- Informing
- Expressing
- Persuading

Program of Study

- English as a Second Language

Course

- It's a Matter of Taste

Essential Elements Targeted by the Evaluation

Subject-Specific Competencies

1. Interacts orally in English
2. Reinvests understanding of texts

Categories of Knowledge

- Functional Knowledge
- Linguistic Knowledge
- Textual Knowledge

Evaluation Criteria

Evaluation Criteria for Competency 1

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

Evaluation Criteria for Competency 2

2.1. Demonstration of understanding through the response process
2.2. Pertinent use of knowledge in a reinvestment task

Proficiency in Subject-Specific Knowledge

Proficiency in subject-specific knowledge presupposes its acquisition, understanding, application and mobilization, and is therefore linked with the evaluation criteria for the competencies.

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[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.

<u>Information Clarifying the Evaluation Criteria</u>

1.1. Adequate participation in oral interaction in English at all times	• Demonstrates fluency in discourse • Participates in oral interaction
1.2. Pertinence of the message expressed	• Logically discusses facts, feelings, reactions, suggestions and/or advice • Asks and answers questions
1.3. Coherent articulation of the message	• 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	• Comprehends and interprets factual information • Shares personal feelings and reactions by creating connections with texts
2.2. Pertinent use of knowledge in a reinvestment task	• 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:
    - Identifying and discussing factual information related to past, present and future activities/events
    - Understanding, inquiring about and stating rights, duties and obligations
  ° Expressing:
    - Finding out about and describing plans and intentions related to activities/events
    - Finding out about and expressing feelings and reactions
    - Understanding, extending, accepting and declining offers and invitations
    - Understanding and providing a reason or justification for declining an offer/invitation
    - Understanding, expressing and reacting to opinions related to past, present and future activities/events
  ° Persuading:
    - Understanding and offering simple advice
    - Understanding and offering alternative plans, suggestions or proposals for rejected ideas/propositions/offers

- Linguistic Knowledge

  ° Grammar and Syntax:
    - Adjectives: adjective + infinitive
    - Adverbs: degree and time
    - Modal auxiliaries: advisability, obligation/absence of obligation, permission, prohibition
    - Pronouns: demonstrative
    - Verb/time references: future with *be* + *going to*, present progressive for future actions + key words
    - Other linguistic structures: suggestions, two- or three-syllable form to show agreement/disagreement with stated opinions
  ° Vocabulary:
    - Related to personal feelings, reactions, suggestions and interests/needs
    - Related to simple advice
  ° Semantics:
    - Antonyms and synonyms
    - Cognates
    - Phrasal verbs (inseparable)
  ° Phonology:
    - Silent letters

- <u>Textual Knowledge</u>

    ° Coherence/Cohesion:
        ▪ Agreement: person, number, gender, case, verb
        ▪ Organization of ideas: chronological order
        ▪ Parallel structure: nouns, verbs, infinitives, adjectives, gerunds
    ° 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, along with personal feelings, reactions, suggestions or simple advice.

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.

During Section 1, the adult learner:

- Reads the texts provided.

- Uses prompts provided in the *Adult's Booklet* to construct the meaning of texts. Applies the response process to modify ideas and justify reasons. Combines selected information/ideas from texts with own ideas 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, personal feelings and reactions as well as suggestions or simple advice
  - Identifying and communicating pertinent information
  - Understanding and offering alternative plans, suggestions, proposals for rejected ideas/propositions/offers

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*

 *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.

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