DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

English as a Second Language

EXPRESSING FEELINGS AND OPINIONS – COURSE 3   ANG-4103-1

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
- Media Literacy

Subject Area

- Languages

Family of Situations

- Expressing

Program of Study

- English as a Second Language

Course

- Expressing Feelings and Opinions

Essential Elements Targeted by the Evaluation

Subject-Specific Competencies

2. Reinvests understanding of texts
3. Writes and produces texts

Categories of Knowledge

- Functional Knowledge
- Linguistic Knowledge
- Textual Knowledge

Evaluation Criteria

Evaluation Criteria for Competency 2

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

Evaluation Criteria for Competency 3

3.1 Coherence of the content
3.2 Clear formulation of the message

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.

Information Clarifying the Evaluation Criteria

2.1	Demonstration of understanding through the response process	• Comprehends and interprets facts, feelings, reactions and opinions • Establishes links between facts, feelings, reactions and opinions
2.2	Pertinent use of knowledge in a reinvestment task	• Selects and utilizes pertinent information • Tailors content to purpose and audience
3.1	Coherence of the content	• Uses logical text structure and layout • Respects language codes and conventions
3.2	Clear formulation of the message	• Utilizes appropriate vocabulary and correct spelling (orthography) • Applies basic grammar, syntax and punctuation rules

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 2, *Reinvests understanding of texts*: 20%

Competency 3, *Writes and produces texts*: 80%

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.

- <u>Functional Knowledge</u>

    ° Expressing:
        - Finding out about and describing situations related to feelings
        - Understanding and conveying feelings and opinions
        - Understanding, evoking and recounting incidents, events, celebrations, ceremonies and/or experiences
        - Understanding and expressing: compliments, praise, criticism, blame, accusation, admission, denial, regrets, apologies, forgiveness or promises

- <u>Linguistic Knowledge</u>

    ° Grammar and Syntax:
        - Verb/time references (present perfect vs. present perfect progressive, present perfect vs. simple past)
        - Expectation (*be supposed to*)
        - Past ability (*could*, *was/were able to*)
    ° Vocabulary:
        - Feelings and opinions
        - Interests and needs
    ° Semantics:
        - Antonyms/synonyms, heteronyms
        - Separable phrasal verbs
    ° Orthography:
        - Basic spelling rules
        - Capitalization and punctuation
        - Plurals (hyphenated compounds)

- <u>Textual Knowledge</u>

    ° Coherence/Cohesion:
        - Parallel structure (verbs)
        - Subordinating conjunctions (opposition, purpose)
        - Transitional expressions (concession)
    ° Textual Organization:
        - Language register
        - Text development and layout
        - Context
        - Purpose of text
        - Target audience

Specifications for the Evaluation Instruments

Examination: Number of Parts, Sections, Procedure and Duration

Competencies evaluated:

- Competency 2, *Reinvests understanding of texts*

- Competency 3, *Writes and produces texts*

Total duration: 120 minutes

Examination Content

The evaluation situation consists of tasks which require the adult learner to describe a situation and express feelings related to the experience. In each examination, up to three expressive texts are provided to serve as the springboard for the text to be produced. The written texts provided consist of approximately 300 words each, depending on the context.

The adult learner:

- Reads the text provided.

- Uses prompts provided in the *Adult's Booklet* to construct the meaning of texts. Applies the response process to combine selected information/ideas from texts with own ideas.

- Writes an expressive text in the form of a letter that is composed of approximately 150 words, not counting small words such as articles.

Information-Gathering Tools

Information-gathering tool used to evaluate Competency 2 and Competency 3:

- Written production in the *Adult's Booklet*

Authorized Materials

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

*Paper format only.

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.

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