DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

English as a Second Language

EXAMINING ISSUES – COURSE 1

ANG-5101-2

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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] • Environmental Awareness and Consumer Rights and Responsibilities • Citizenship and Community Life **Subject Area** • Languages **Families of Situations** • Informing • Expressing • Persuading	**Program of Study** • English as a Second Language **Course** • Examining Issues

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.

Information Clarifying the Evaluation Criteria

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	• Shares information about a problematic issue or situation • Discusses opinions or viewpoints
1.3	Coherent articulation of the message	• Uses appropriate oral text structures (complete sentences, grammar and syntax) • Uses topic-appropriate vocabulary and expressions • Uses correct pronunciation and enunciation
2.1	Demonstration of understanding through the response process	• Comprehends and interprets information and findings • Defends reasoning behind suggestions and advice
2.2	Pertinent use of knowledge in a reinvestment task	• Gives suggestions and reasons for choices by selecting credible and relevant information • Tailors message to purpose and audience

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:
    - Analyzing, comparing and evaluating information on an issue, a phenomenon, a problematic situation or a series of events
    - Asking for and summarizing information about an issue, a phenomenon, a problematic situation or a series of events
    - Identifying main ideas, supporting details and contradictory information in texts
    - Inquiring about and relaying/reporting the findings or conclusions of texts in various modes
  ° Expressing:
    - Understanding and expressing opinions, attitudes and reactions related to social issues
  ° Persuading:
    - Promoting, defending and supporting personal ideas, opinions or viewpoints on social issues

- Linguistic Knowledge

  ° Grammar and Syntax:
    - Prepositions (indicating omission)
    - Verb/time references (future progressive)
    - Complex sentence structures
  ° Vocabulary:
    - Related to social issues or problematic situations
    - Pertaining to expressing opinions, defending ideas and viewpoints
    - Topic-appropriate expressions
  ° Semantics:
    - *Make* vs. *do*
    - Phrasal verbs: separable/inseparable according to meaning

- Textual Knowledge

  ° Coherence/Cohesion
    - Organization of ideas (claim to counter-claim)
  ° Transitional Expressions (emphasis and summary)
  ° 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: 80 minutes

Section 1: Interpretation
Duration: 60 minutes

Section 2: Interaction
Duration: 20 minutes (15 minutes for notes review and approximately 5 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 discusses an issue or situation, then expresses and defends ideas, opinions and viewpoints.

In each examination, three informative, expressive and/or persuasive texts on different problematic issues are provided in the *Preparation Booklet*. The written texts provided consist of no more than 500 words each. The adult learner is asked to develop greater understanding of the chosen issue by mobilizing additional resources. The knowledge acquired is then reinvested as the adult learner makes decision and interacts according to a provided situation-specific text.

Prior to the examination, the adult learner:

- Selects one of the topics related to the problematic issues presented in the *Preparation Booklet*.

- Studies information from the *Preparation Booklet* and searches for additional data pertaining to the chosen problematic issue using available resources (books, magazines, computers, etc.).

- Makes summaries and takes notes in the *Preparation Booklet*.

During Section 1 (in the examination room), the adult learner:

- Receives situation-specific information related to the chosen problematic issue from the *Adult's Booklet*.

- 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 and ideas from the *Preparation Booklet* and the *Adult's Booklet* and records them in the Notes pages of the *Adult's Booklet* to prepare for Section 2. The Notes pages will be returned to the adult learner by the teacher 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:

    - Expressing opinions, attitudes and reactions related to the issue or situation
    - Asking and answering closed and open-ended questions
    - Making use of pertinent information
    - Defending and supporting personal ideas, opinions and viewpoints

The adult 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)
- Thesaurus*
- Published English grammar book*
- *Preparation Booklet*

   *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

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

Pass Mark

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

Retakes

The adult learner must retake the entire examination.