

# ESL: TESTING AND EVALUATION

Presentation and Workshop

April 30<sup>th</sup> 2015

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# Your Presenters

Annie Lefebvre, Coordinator, Program and Evaluation

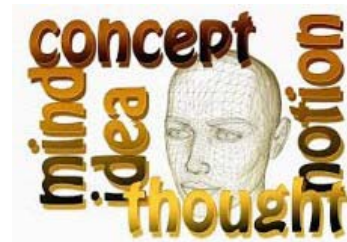
Fran Brandow, MEE SR Writer, Teacher  
Commission scolaire Beauce-Etchemin

Frédéric Lehoux, MEE SR Writer, Lecturer  
Université du Québec à Trois-Rivières

# Goal of the Workshop

- Construct a concrete image of what to keep in mind during the evaluation process
- Experiment with hands-on evaluation of a student's performance
- Give adults the best chance at success





# The Specifics of C2 Evaluation

Integrated to the evaluation of C1 and/or C3

- **Writing = Thinking in Ink ... Speaking = Thinking in Sound**
- Writing and speaking are concrete manifestations of the Response Process
- Information is taken in, interpreted, filtered through parameters, reinterpreted, shaped and tailored into an observable and assessable end-product

**How do we ensure that this end-product can be used for C2 assessment?**

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## Keep in Mind...

Program of Study  
English as a Second  
Language

Basic School Regulations  
for Adult Education



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# Essential Elements for C2 Evaluation for ANG-4101-2 *Dare to Compare!*

1. **Engaging Situation:** Meaningful, complex, open-ended (needs to buy a used car)
2. **Basic Components:** Equally realistic, appealing alternatives with future impact (two equally interesting cars)
3. **Compelling Elements:** Activate response process, spur mobilization of resources to justify decisions (service factors, size limitations)

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## Essential Elements for C2 Evaluation

1. Engaging Situation
2. Basic Components
3. Compelling Elements
4. Integrate Complexity: Learner locks-in scenario by intentional choices that provoke the need to also defend and rationalize (choice of role or situation)



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## Essential Elements for C2 Evaluation

Integrating complexity is the crucial element. It is necessary that the learner be allowed to set in motion the scenario that activates a concrete demonstration of justifiable consequences.

### Learner sets parameters that lock in evaluation scenario

1. Familiar time limits and scaffolding (similar to class situations)
2. A known/predictable end-product and assessment



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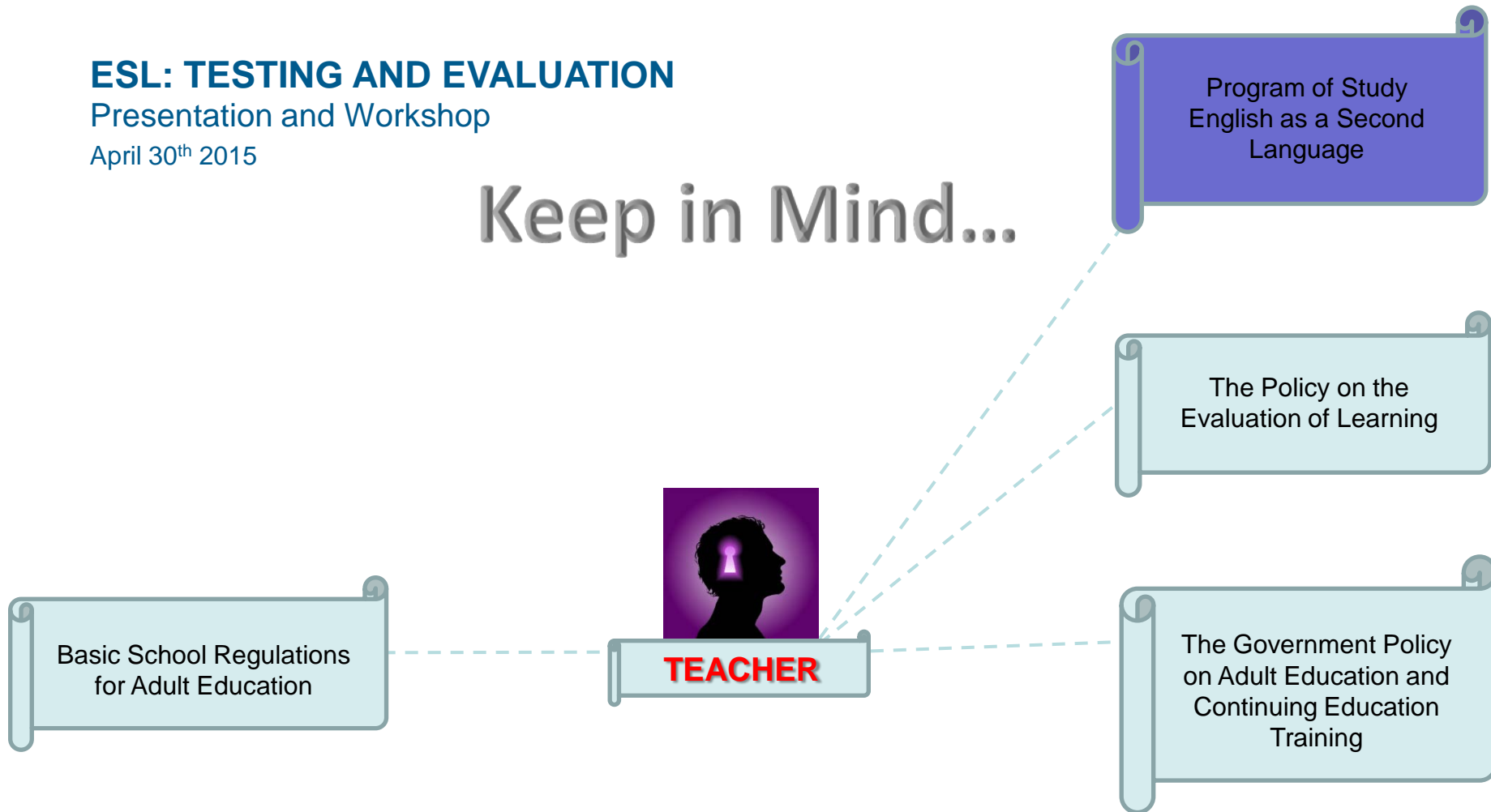


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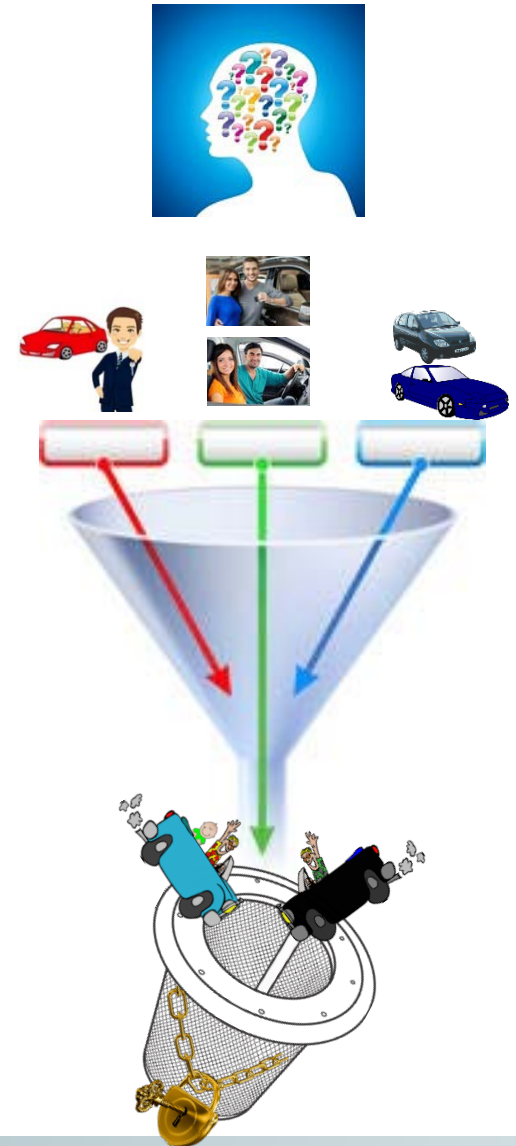
## Keep in Mind...



## The C2 Evaluation Paradigm Shift

### Concretely Guide the End-Product Message

1. **Engaging Situation:** You need to buy a used car
2. **Basic Components:** Two interesting car choices
3. **Compelling Elements:** Limits and restrictions
4. **Integrate Complexity:** Oblige learner to lock in his own scenario by making intentional choices that provoke justification



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## Evaluation Instruments

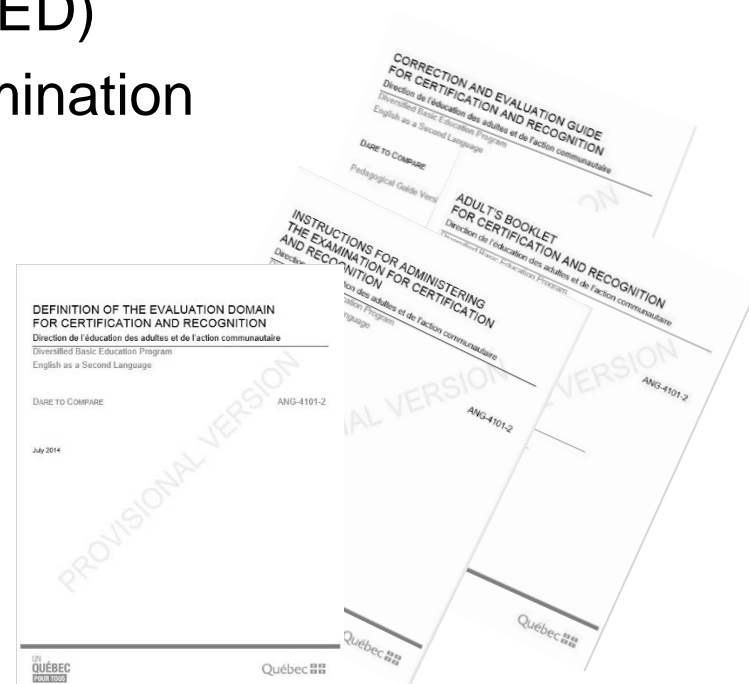
Definition of the Evaluation Domain (DED)

Instructions for Administering the Examination

Adult's Preparation Booklet (optional)

Adult's Booklet

Correction and Evaluation Guide



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# **Evaluation of C1 and C2 for ANG-4101-2 *Dare to Compare!***

The Course and the Evaluation

Analysis of the Evaluation

# **ANG-4101-2 *Dare to Compare!*: The Definition of the Evaluation Domain**

What Document to [Take](#)

Presentation of the Document

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## Keep in Mind...

Definition of the Evaluation Domain for Certification and Recognition DED

Program of Study English as a Second Language

The Policy on the Evaluation of Learning

Basic School Regulations for Adult Education



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The Government Policy on Adult Education and Continuing Education Training

The Quebec Education Act

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# **ANG-4101-2 *Dare to Compare!*: The Definition of the Evaluation Domain**

The Evaluation Criteria (bottom of page 2)

The Evaluation Content (page 3)

# **ANG-4101-2 *Dare to Compare!*: The Definition of the Evaluation Domain**

The Targeted Knowledge (page 4)

Specifications for the Evaluation Instruments (top of page 6)

The Examination Content (Page 6)

# **ANG-4101-2 *Dare to Compare!*: The Definition of the Evaluation Domain**

Information-Gathering Tool and Authorized Materials (page 7)

Assessment Tools (page 7)

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Certification of Studies, Administrative Guide for Management of Ministerial Evaluations

The Quebec Education Act

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# **ANG-4101-2 *Dare to Compare!*: Instructions for Administering the Examination**

What Document to [Take](#)

Presentation of the Document

A document for administrators... and teachers!

# **ANG-4101-2 *Dare to Compare!*: The Adult's Booklet**

What Document to Take

Presentation of the Document

# **ANG-4101-2 *Dare to Compare!*: The Adult's Booklet**

The Evaluation Situation (page 1)

Sections of the Examination (page 1)

The Provided [Texts](#) (page 1)

# **ANG-4101-2 *Dare to Compare!*: The Adult's Booklet**

The Choice of Roles (page 2)

Role #3: Inadequate for an Evaluation Situation. Why?

Quick Demonstration

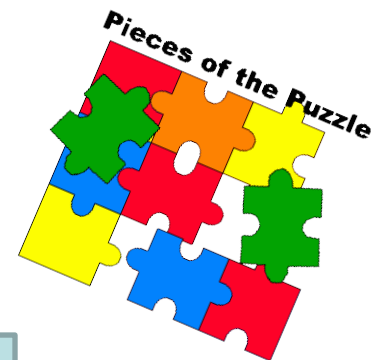


# **ANG-4101-2 *Dare to Compare!*: The Adult's Booklet**

The Graphic Organizer (page 3)

Why Make It Optional?

# The Scaffolding Process



Producing a response

Applying the Response  
Process

Graphic organizers

First reading of text

# **ANG-4101-2 *Dare to Compare!*: The Adult's Booklet**

The Provided Texts (page 4)

Further Scaffolding (page 5)

Task 2 (page 6)

Notes for the Oral Interaction (pages 7-8)

# **ANG-4101-2 *Dare to Compare!*: The Correction and Evaluation Guide**

What Document to Take

Presentation of the Document

# **ANG-4101-2 *Dare to Compare!*: The Correction and Evaluation Guide**

The Master Charts (pages 2-3)

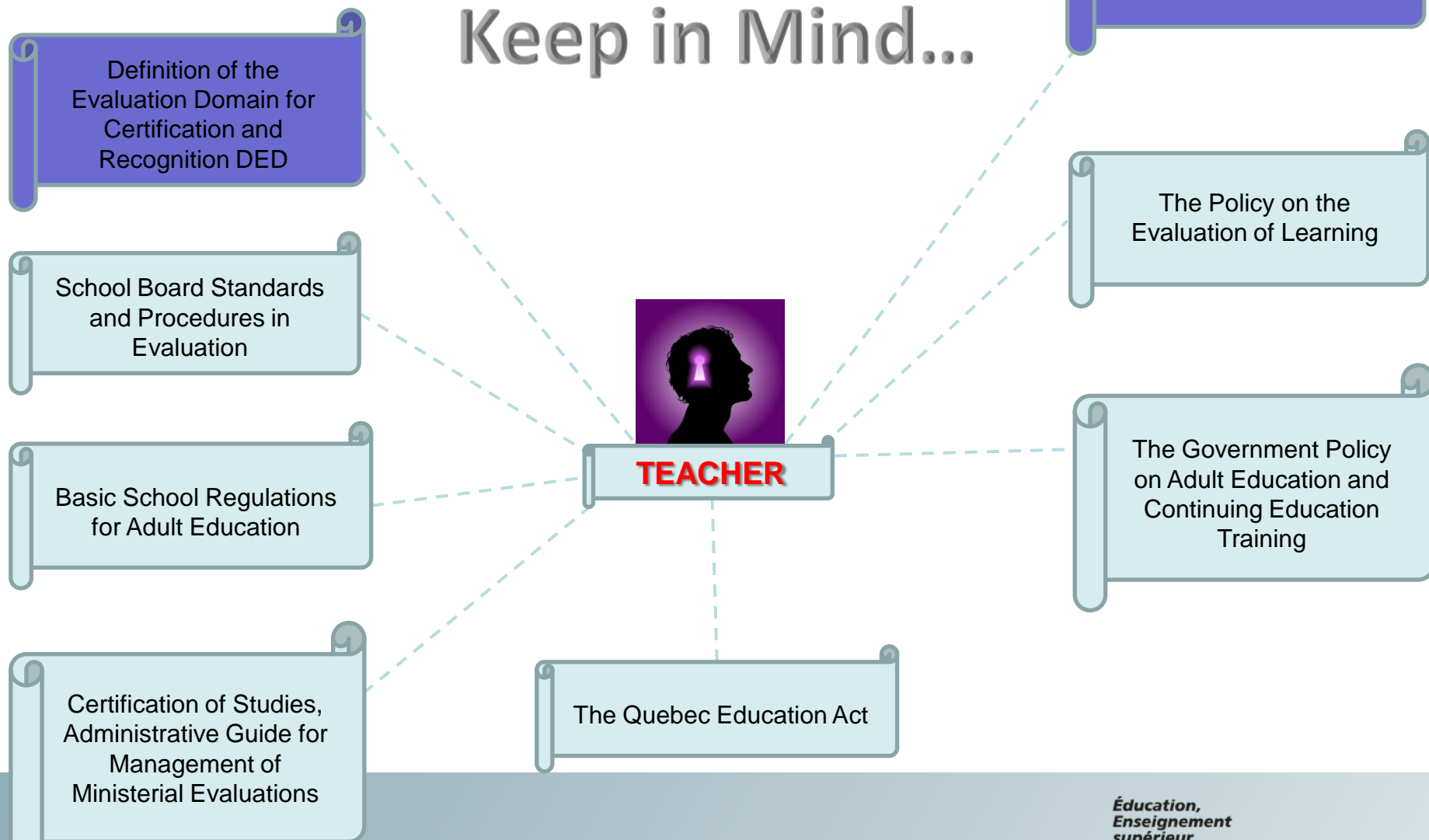
The Criterion-Referenced Evaluation Rubrics (pages 6-7-8)

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## Keep in Mind...



# Twelve Professional Competencies

- 5- To evaluate student progress in learning the subject content and mastering the related competencies.
  
- 10- To cooperate with members of the teaching team in carrying out tasks involving the development and evaluation of the competencies targeted in the programs of study, taking into account the students concerned.

# Twelve Professional Competencies

- 11- To engage in professional development individually and with others.
  
- 12- To demonstrate ethical and responsible professional behaviour in the performance of his or her duties.

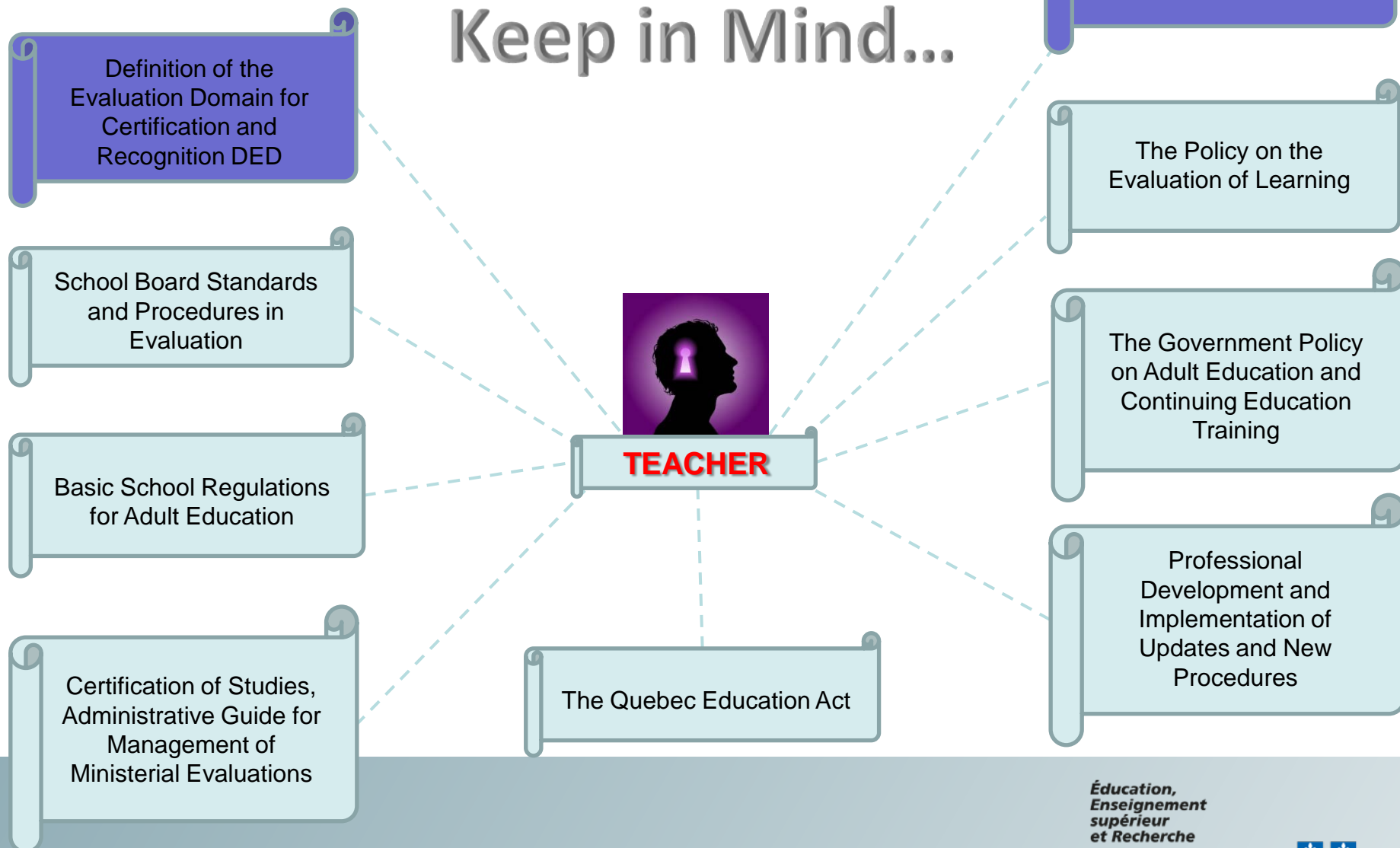


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## Keep in Mind...



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## Gardez à l'esprit...

Définition du domaine  
d'évaluation pour  
certification et  
reconnaissance

Normes et modalités  
d'évaluation des  
apprentissages de la  
commission scolaire

Régime pédagogique de la  
formation générale des  
adultes

Guide de gestion de  
la sanction des études et  
des épreuves  
ministérielles  
Guide intégré



**ENSEIGNANT(E)**

Loi sur l'instruction  
publique (LIP)

Programme d'études  
*Anglais langue seconde*

Politique d'évaluation des  
apprentissages

Politique  
gouvernementale  
d'éducation des adultes  
et de Formation continue

Développement  
professionnel et  
instauration des mises à  
jour et des nouvelles  
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## Integration Activity 1

In small groups, evaluate the sample response provided.

In 10-15 minutes, these evaluations will be discussed in larger groups.



The image shows a sample response form for 'Competency 2: Understands Understanding of Taxes (40%)'. The form is tilted and contains a table with columns for 'EXCLUDED', 'YOUR SKILL', and 'ASSESSMENT'. The table is partially filled with text, and there are checkboxes and other markings. The form also includes a section for 'Mark for Competency 2' and a footer with the date 'January 2012'.

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## Questions and Comments

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