

DEFINITION OF THE EVALUATION DOMAIN FOR CERTIFICATION AND RECOGNITION

Direction de l'éducation des adultes et de l'action communautaire

Diversified Basic Education Program

English as a Second Language

DARE TO COMPARE

ANG-4101-2

Congrès de l'AQIFGA 2015

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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.

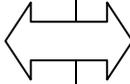
The DED is the reference document that ensures the validity of the examinations across the province.¹ This document serves as a framework for developing multiple equivalent versions of an evaluation instrument.

The DED for each ministerial examination is developed by the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MEESR). The DED for other types of examinations is developed by MELS or, at the request of the school boards, by the 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.

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

Evaluation Content

General Information	
<p>Broad Areas of Learning ²</p> <ul style="list-style-type: none"> • Environmental Awareness and Consumer Rights and Responsibilities • Media Literacy <p>Subject Area</p> <ul style="list-style-type: none"> • Languages <p>Families of Situations</p> <ul style="list-style-type: none"> • Informing • Expressing • Persuading 	<p>Program</p> <ul style="list-style-type: none"> • English as a Second Language <p>Course</p> <ul style="list-style-type: none"> • Dare to Compare
Essential Elements Targeted by the Evaluation	
<p>Subject-Specific Competencies</p> <ol style="list-style-type: none"> 1. Interacts orally in English 2. Reinvests understanding of texts 	<p>Categories of Knowledge</p> <ul style="list-style-type: none"> • Functional Knowledge • Linguistic Knowledge • Textual Knowledge
Evaluation Criteria	
<p>Evaluation Criteria for Competency 1</p> <ol style="list-style-type: none"> 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 <p>Evaluation Criteria for Competency 2</p> <ol style="list-style-type: none"> 2.1 Demonstration of understanding through the response process 2.2 Pertinent use of knowledge in a reinvestment task 	<p>Proficiency in Subject-Specific Knowledge</p> <p>Proficiency in subject-specific knowledge presupposes its acquisition, understanding, application and mobilization, and is therefore linked with the evaluation criteria for the competencies.</p> <div style="text-align: center; margin-top: 20px;">  </div>

² The broad areas of learning are stated exactly as in the course.

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	<ul style="list-style-type: none"> • Demonstrates fluency in discourse • Participates in oral interaction
1.2 Pertinence of the message expressed	<ul style="list-style-type: none"> • Discusses facts, opinions and suggestions • Shares results and conclusions
1.3 Coherent articulation of the message	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Comprehends and interprets information and findings • Establishes links between facts and causes/consequences
2.2 Pertinent use of knowledge in a reinvestment task	<ul style="list-style-type: none"> • Selects and utilizes pertinent information • Adapts communication to context

Proficiency in Subject-Specific Knowledge

Proficiency in subject-specific knowledge is evaluated through the evaluation of competencies, using tasks related to the evaluation criteria.

Weighting

For the DBE, 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.

Weighting of Competency 1 “Interacts orally in English”: 60%

Weighting of 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*. The adult learner must be made aware of each evaluation criterion and its corresponding weighting found in the Criterion-Referenced Rubric.

Knowledge

The instruments of evaluation are designed in order to require the mobilization of a representative sample of the knowledge targeted below, depending upon the context of the situation.

- Functional Knowledge:
 - Informing:
 - Comparing two or more products/services
 - Discussing plans, goals, intentions after conducting/reading a comparative study
 - Expressing:
 - Finding out about and expressing personal opinions
 - Understanding and expressing agreement, disagreement, approval, disapproval
 - Persuading:
 - Convincing others to take/not to take action
 - Understanding, making suggestions and justifying reasons related to choices
- Linguistic Knowledge:
 - Grammar and Syntax:
 - Adjectives (comparative/superlative, equality/inequality, quantity)
 - Adverbs (degree, similarity and difference)
 - Nouns (comparative and superlative forms with countable and uncountable nouns)
 - Pronouns (personal, relative)
 - Verb/time references (present perfect and present perfect progressive)
 - Other linguistic structures relating to duration, first conditional, means, suggestions
 - Vocabulary:
 - Related to informing about a product or service
 - Pertaining to expressing opinions, persuading and justifying reasons
 - Topic-appropriate expressions
 - Semantics:
 - Abbreviations and acronyms
 - Phrasal verbs
 - Phonology:
 - Contractions of *have* as auxiliary in affirmative and negative sentences
- Textual Knowledge:
 - Coherence/Cohesion
 - Conjunctions (correlative)
 - Organization of ideas (specific to general)
 - Parallel structure (adjectives and adverbs)
 - Transitional expressions (contrast/comparison)
 - Textual Organization:
 - Language register
 - Context
 - Purpose of text
 - Target audience

Specifications for the Evaluation Instruments

Examination: Number of Parts, Procedure and Duration

Evaluation of the competencies “Interacts orally in English” and “Reinvests understanding of texts”.

The examination consists of two sections.
Total duration: 110 minutes.

Section 1 – Interpretation
Duration: 90 minutes

Section 2 – Interaction
Duration: 20 minutes, i.e. 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 facts, opinions, suggestions and reasons for choices.

In each examination, two to three informative, expressive and/or persuasive texts are provided to serve as the springboard for the oral interaction to be based upon. Written texts consist of approximately 300 words, depending upon the context. Audio-mediated texts are no longer than four minutes.

During the Interpretation Section in the examination room, the adult learner:

- Reads and listens to texts related to products and/or services (the adult is allowed full control of the recording)
- 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 the Interaction Section. The teacher will return the Notes pages to the adult learner at the beginning of the Interaction Section.

During the Interaction Section, the adult learner:

- Reviews the Notes pages from the *Adult's Booklet*
- Interacts one-on-one with the teacher by:
 - Exchanging facts, opinions and suggestions related to products and/or services
 - Asking and answering closed or open-ended questions
 - Identifying and making use of pertinent information
 - Expressing justifications and/or reasons for choices

The adult learner may use the Notes pages from the *Adult's Booklet* as a reference during the interaction.

Information-Gathering Tool

Evaluation of the competencies “Interacts orally in English” and “Reinvests understanding of texts”

- Oral Interaction

Authorized Materials

During the Interpretation Section

- English dictionary*
- Bilingual dictionary* (English and another language)
- Thesaurus*
- Published English grammar book*
- Read-only audio device

*Paper format only

During the Interaction Section

- Notes Pages** from the *Adult's Booklet*

**The notes must be in point form, no sentences.

Assessment Tools

The assessment tool is the criterion-referenced rubric (one for each competency). Criterion-referenced interpretation involves comparing the information gathered with the expected outcomes.³ 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.

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

WORKING DOCUMENT

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