DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

English Language Arts

ENGLISH AND THE WORLD OF WORK – COURSE 2   ENG-3102-2

July 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 Area of Learning[3]	Program of Study
• Career Planning and Entrepreneurship	• English Language Arts
Subject Area	**Course**
• Languages	• English and the World of Work
Families of Situations	
• Seeking and imparting information • Developing and supporting a stance	

Essential Elements Targeted by the Evaluation

Subject-Specific Competencies	Categories of Knowledge
1. Uses language/talk to communicate and to learn 3. Produces texts for personal and social purposes	• Textual elements • Linguistic elements

Evaluation Criteria

Evaluation Criteria for Competency 1	Proficiency in Subject-Specific Knowledge
1.1 Effective communication of ideas 1.3 Appropriate use of language conventions	
Evaluation Criteria for Competency 3	Proficiency in subject specific knowledge presupposes its acquisition, understanding, application and mobilization, and is therefore linked with the evaluation criteria for the competencies.
3.1 Effective organization of texts to communicate 3.2 Appropriate adaptation of language to audience and purpose 3.3 Appropriate use of structures, features, codes and conventions of texts 3.4 Correct application of language conventions (usage and mechanics)	

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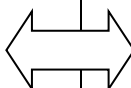
[3] The broad area of learning is stated exactly as in the course. However, the person who designs the evaluation instrument may choose other broad areas of learning.

Explanation of the Evaluation Content

Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

Criterion 1.2 "Effective communication for learning" is not evaluated for certification purposes. However, the adult learner must be provided with feedback on this criterion.

Information Clarifying the Evaluation Criteria

1.1	Effective communication of ideas	- Inclusion of sufficient and relevant information - Asking of pertinent questions related to the job sought
1.3	Appropriate use of language conventions	- Use of various oral communication features - Use of language suitable to the context and audience - Use of body language to convey confidence, interest, friendliness and professionalism - Inclusion of job interview protocol
3.1	Effective organization of texts to communicate	Organization of relevant information in a logical, clear and convincing manner
3.2	Appropriate adaptation of language for audience and purpose	Use of language suitable to the context and audience
3.3	Appropriate use of structures, features, codes and conventions of texts	Use of standard textual features of business letters
3.4	Correct application of language conventions (usage and mechanics)	Use of the grammar and mechanics of standard English

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, *Uses language/talk to communicate and to learn*: 50%

Competency 3, *Produces texts for personal and social purposes*: 50%

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 following list represents the knowledge selected from the course and targeted by the evaluation of the competencies. The evaluation instrument must require the mobilization of knowledge from the following list:

- Textual Elements:

  - ✓ audience and communication context
  - ✓ coherence, cohesion and concision
  - ✓ consistency or logical presentation of ideas
  - ✓ layout of business letters (block, modified block or semi-block)
  - ✓ main and supporting ideas
  - ✓ methods of organization (e.g. chronological order, explanation, listing of ideas)
  - ✓ paragraphing
  - ✓ relevant vs. irrelevant details
  - ✓ textual features of business letters: date, sender's name and address, inside address, formal salutation, body of letter, formal closing, typed signature and written signature and/or identification initials, legible font and standard size paper

- Linguistic Elements:

  - ✓ abbreviations
  - ✓ agreement (of person, subject and verb, verb tenses, pronoun and antecedent)
  - ✓ body language (gestures/movements/facial expressions/eye contact)
  - ✓ capitalization and punctuation rules (commas, colons, end punctuation)
  - ✓ language (neutral, connotative)
  - ✓ language functions (contextualizing, summarizing, rephrasing, asking questions [e.g. open-ended, closed-ended, leading, follow up, rhetorical])
  - ✓ language tone and register (style/level of language suitable to context)
  - ✓ oral communication features (voice tone, speed, volume, emphasis, enunciation, pronunciation)
  - ✓ simple and compound sentences (coordinators and subordinators)
  - ✓ syntax

Specifications for the Evaluation Instruments

Examination: Number of Parts, Sections, Procedure and Duration

The examination consists of two parts.
Total duration: 150 minutes.

Part 1:   Evaluation of Competency 3, *Produces texts for personal and social purposes*
Duration: 90 minutes

Part 2:   Evaluation of Competency 1, *Uses language/talk to communicate and to learn*
Duration: 60 minutes (50 minutes to prepare for the interview and 10 minutes for the interview)

The two parts must be administered during different evaluation sessions. Part 1 must be administered before Part 2.

Examination Content

The evaluation situation consists of two tasks which reveal the adult learner's ability to represent his/her attributes, assets and qualifications in a formal and professional manner by writing a letter of application and by participating in a formal job interview. The protocols in place leading up to and including the job interview demand adequate oral and written skills.

Procedures prior to this examination:

The adult learner must select a job posting prior to this examination in order to complete Part 1 and Part 2. The chosen job posting will serve as the basis for the résumé, letter of application and job interview. The adult learner must inform the teacher (interviewer) of the job selected prior to the examination and submit a copy of the job posting. The résumé is also prepared by the adult learner and handed in prior to the examination session.

Part 1:   Evaluation of Competency 3, *Produces texts for personal and social purposes*

This part satisfies the written requirement of the course and mimics a real-life process likely to be repeated throughout the adult learner's life. This part requires the adult learner to write a formal, clear and concise letter of application that describes why he or she is the best candidate for the job posted. The adult learner can refer to the résumé prepared prior to the examination session and the job posting to aid him or her in writing the letter of application (approximately 200 words).

Part 2:   Evaluation of Competency 1, *Uses language/talk to communicate and to learn*

This part satisfies the oral requirement of the course and requires the adult learner to prepare for a job interview by anticipating questions and preparing possible responses. The adult learner will role-play the part of an applicant in a one-on-one formal job interview situation. The teacher (interviewer) will have the letter of application and the résumé during the interview. The teacher role-plays the part of the employer.

Information-Gathering Tools

Part 1:   Evaluation of Competency 3, *Produces texts for personal and social purposes*

- Letter of application

Part 2:   Evaluation of Competency 1, *Uses language/talk to communicate and to learn*

- A job interview role-play

Authorized Materials

Part 1:   Evaluation of Competency 3, *Produces texts for personal and social purposes*

- *Resource Booklet* (if deemed applicable/necessary by the team that designs the evaluation instrument)
- Résumé completed and handed in prior to the examination session
- Selected job posting
- English dictionary*
- Thesaurus*

   *Paper format only.

Part 2:   Evaluation of Competency 1, *Uses language/talk to communicate and to learn*

- *Resource Booklet* (if deemed applicable/necessary by the team that designs the evaluation instrument)
- Résumé completed and handed in prior to the examination session
- Selected job posting

Assessment Tools

The assessment tool for the evaluation of Part 1 and Part 2 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 may retake Part 1 without retaking Part 2. The opposite does not apply: If the adult learner is retaking Part 2, he or she must also retake Part 1.

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