

DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

English Language Arts

ENGLISH AND PERSUASION – COURSE 3

ENG-3103-3

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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.

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	
<p>Broad Area of Learning³</p> <ul style="list-style-type: none"> • Environmental Awareness and Consumer Rights and Responsibilities <p>Subject Area</p> <ul style="list-style-type: none"> • Languages <p>Families of Situations</p> <ul style="list-style-type: none"> • Seeking and imparting information • Developing and supporting a stance 	<p>Program of Study</p> <ul style="list-style-type: none"> • English Language Arts <p>Course</p> <ul style="list-style-type: none"> • English and Persuasion
Essential Elements Targeted by the Evaluation	
<p>Subject-Specific Competencies</p> <ol style="list-style-type: none"> 1. Uses language/talk to communicate and to learn 2. Reads and listens to written, spoken and media texts 3. Produces texts for personal and social purposes 	<p>Categories of Knowledge</p> <ul style="list-style-type: none"> • Textual elements • Linguistic elements
Evaluation Criteria	
<p>Evaluation Criteria for Competency 1</p> <ol style="list-style-type: none"> 1.1 Effective communication of ideas 1.3 Appropriate use of language conventions <p>Evaluation Criteria for Competency 2</p> <ol style="list-style-type: none"> 2.1 Coherent construction of meaning from texts 2.2 Demonstration of understanding of contextual connections 2.3 Thorough comprehension of structures and features of texts 2.4 Critical interpretation of texts <p>Evaluation Criteria for Competency 3</p> <ol style="list-style-type: none"> 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) 	<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>

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	<ul style="list-style-type: none"> • Communication of ideas/points of view/information • Demonstration of new ways of thinking
1.3 Appropriate use of language conventions	<ul style="list-style-type: none"> • Use of various oral communication features appropriate to the text • Use of body language suitable to the context and audience • Use of language suitable to the context and audience (tone and register)
2.1 Coherent construction of meaning from texts	<ul style="list-style-type: none"> • Inclusion of any informative, explanatory or persuasive elements in the text
2.2 Demonstration of understanding of contextual connections	<ul style="list-style-type: none"> • Analysis of the values the text embodies or promotes
2.3 Thorough comprehension of structures and features of texts	<ul style="list-style-type: none"> • Analysis of how media (images, pictures, designs, colours, etc.) and language devices (jingles, catchy phrases, humour, etc.) make the text appealing or persuasive
2.4 Critical interpretation of texts	<ul style="list-style-type: none"> • Examination of language used to entice or persuade • Identification of purpose and audience • Assessment of the overall effectiveness or ineffectiveness of the text
3.1 Effective organization of texts to communicate	<ul style="list-style-type: none"> • Communication of stance, ideas, opinions and solutions in a clear, convincing and organized manner
3.2 Appropriate adaptation of language for audience and purpose	<ul style="list-style-type: none"> • Use of language suitable to the context and audience
3.3 Appropriate use of structures, features, codes and conventions of texts	<ul style="list-style-type: none"> • Use of textual features and structures of letters of complaint
3.4 Correct application of language conventions (usage and mechanics)	<ul style="list-style-type: none"> • Use of 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*: 25%

Competency 2, *Reads and listens to written, spoken and media texts*: 25%

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
 - ✓ emotional/aesthetic appeal of text
 - ✓ facts and opinions
 - ✓ layout of business letters (block, modified block, semi-block)
 - ✓ main and supporting ideas
 - ✓ methods of organization (e.g. cause/effect, chronological order, example, explanation, listing of ideas)
 - ✓ paragraphing
 - ✓ relevant vs. irrelevant details
 - ✓ social function(s) of text
 - ✓ sufficient vs. insufficient development of main ideas
 - ✓ textual features of ads: use of media devices such as pictures, images, designs, colours, logos, special lettering, sound and sound effects, etc.
 - ✓ textual features of letters of complaint: 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 standard punctuation (commas, colons, end punctuation)
 - ✓ language (connotative, aesthetic, figurative)
 - ✓ language devices (e.g. jingles, puns, catchy phrases, humour, hyperbole, metaphor, simile, rhyme, rhythm)
 - ✓ language functions (contextualizing, summarizing)
 - ✓ language tone and register (style/level of language suitable to the context)
 - ✓ oral communication features (voice tone, speed, volume, emphasis, enunciation, pronunciation)
 - ✓ simple, compound and complex sentences (coordinators and subordinators)
 - ✓ synonyms and antonyms
 - ✓ syntax

Specifications for the Evaluation Instruments

Examination: Number of Parts, Sections, Procedure and Duration

The examination consists of two parts.
Total duration: 180 minutes

Part 1: Evaluation of Competency 2, *Reads and listens to written, spoken and media texts* and Competency 1, *Uses language/talk to communicate and to learn*

Duration: 90 minutes (45 minutes to assess the ad and to complete the short-answer responses, 43 minutes to prepare for the oral presentation and 2 minutes for its delivery)

Part 2: Evaluation of Competency 3, *Produces texts for personal and social purposes*

Duration: 90 minutes

The two parts must be administered during different evaluation sessions. The sequence of the two parts may be interchanged.

Examination Content

The evaluation situation consists of three tasks: an analysis of an ad, an oral critique of this ad and the writing of a letter of complaint. These tasks are designed to demonstrate the adult learner's ability to understand, analyze, interpret and respond formally to persuasive texts.

Part 1: Evaluation of Competency 2, *Reads and listens to written, spoken and media texts* and Competency 1, *Uses language/talk to communicate and to learn*

This part satisfies the analytical, interpretive and oral requirements of the course. Understanding and interpreting a persuasive ad and providing an oral critique of it requires the adult learner to examine fully the nature and purpose of this type of text. In order to prepare for the oral critique of the ad, the adult learner first responds to short-answer questions analyzing the persuasive elements. The analysis and interpretation of the ad is evaluated through the oral critique, and the written responses serve only as a guide for the critique.

Part 2: Evaluation of Competency 3, *Produces texts for personal and social purposes*

This part satisfies the written requirement of the course in which the adult learner is prompted to write a formal letter of complaint responding to a different ad from Part 1. The writing of a letter of complaint requires the careful deliberation of words, while using the standard textual elements. This task demonstrates the adult learner's ability to take a stance and formulate a convincing and cohesive letter of complaint (approximately 300 words).

Information-Gathering Tools

Part 1: Evaluation of Competency 2, *Reads and listens to written, spoken and media texts* and Competency 1, *Uses language/talk to communicate and to learn*

- Orally critique an ad

Part 2: Evaluation of Competency 3, *Produces texts for personal and social purposes*

- Write a letter of complaint

Authorized Materials

Part 1: Evaluation of Competency 2, *Reads and listens to written, spoken and media texts* and Competency 1 *Uses language/talk to communicate and to learn*:

- *Resource Booklet* (if deemed applicable/necessary by the team that designs the evaluation instrument)
- Responses to short-answer questions/notes
- English dictionary*
- Thesaurus*

Part 2: 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)
- English dictionary*
- Thesaurus*

*Paper format only.

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 or Part 2, or may retake the entire examination.

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

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