DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

English Language Arts

ENGLISH AND WRITTEN NARRATIVES – COURSE 2   ENG-5102-2

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] • Media Literacy **Subject Area** • Languages **Families of Situations** • Exploring and creating literary diversity • Developing and supporting a stance	**Program** • English Language Arts **Course** • English and Written Narratives

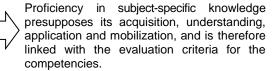| Essential Elements Targeted by the Evaluation	
Subject-Specific Competencies 2. Reads and listens to written, spoken and media texts 3. Produces texts for personal and social purposes	**Categories of Knowledge** • Textual Elements • Linguistic Elements

Evaluation Criteria	
Evaluation Criteria for Competency 2 2.1 Coherent construction of meaning from texts 2.2 Demonstration of understanding contextual connections 2.3 Thorough comprehension of structures and features of texts 2.4 Critical interpretation of texts **Evaluation Criteria for Competency 3** 3.1 Effective organization of texts to communicate 3.2 Appropriate adaptation of language for 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)	**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 area of learning is stated exactly as in the course of this program of study. 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

2.1	Coherent construction of meaning from texts	• Analysis, interpretation and explanation of language and/or applicable literary elements
2.2	Demonstration of understanding contextual connections	• Explanation of a text-to-self or text-to-world connection
2.3	Thorough comprehension of structures and features of texts	• Application of knowledge of structures and features of the novel • Support of interpretation of features with relevant evidence and examples taken from the novel (quoted excerpts with page references)
2.4	Critical interpretation of texts	• Synthesis and drawing of conclusions about applicable literary elements • Consideration of the overall value and impact of the novel, read with own beliefs
3.1	Effective organization of texts to communicate	• Development of a credible alternate ending consistent with the plot, character, conflict, point of view and setting of the short story • Adoption of a clearly defined argument with subsequent relevant support (critical essay) • Presentation of ideas and interpretations in a clear, logical and organized manner
3.2	Appropriate adaptation of language for audience and purpose	• Use of language (colloquial, descriptive, aesthetic or figurative) suitable to the creation of the alternate ending to the short story • Use of formal tone and register suitable for the critical essay
3.3	Appropriate use of structures, features, codes and conventions of texts	• Inclusion of applicable literary elements into the creation of an alternate ending • Application of appropriate structures and features, codes and conventions when producing a critical essay
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 2, *Reads and listens to written, spoken and media texts*: 40%

Competency 3, *Produces texts for personal and social purposes*: 60%

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 rubrics.

Knowledge

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

- Textual Elements

  - ✓ audience and communication context
  - ✓ coherence, cohesion and conciseness
  - ✓ consistency or logical presentation of ideas
  - ✓ emotional/aesthetic/intellectual appeal of text
  - ✓ literary elements (characterization, climax, conflict and resolution, dialogue, narrative point of view, plot, setting, symbolism, theme)
  - ✓ main and supporting ideas
  - ✓ methods of organization (e.g. analogy, cause/effect, chronological order, comparison/contrast, example, explanation)
  - ✓ paragraphing (features of introductory, body and concluding paragraphs)
  - ✓ relevant vs. irrelevant details
  - ✓ social function(s) of a text
  - ✓ story development (clear ending; action propelled by a central conflict)
  - ✓ sufficient vs. insufficient development of main ideas
  - ✓ textual features of novels: title and author
  - ✓ thesis statements and topic sentences

- Linguistic Elements

  - ✓ agreement (of person, subject and verb, verb tenses, pronoun and antecedent)
  - ✓ capitalization and punctuation (commas, quotation marks, ellipsis, end punctuation)
  - ✓ common sentence errors (e.g. fragments and run-on sentences)
  - ✓ language (descriptive, aesthetic, figurative, colloquial)
  - ✓ language devices (e.g. hyperbole, humour, irony, personification, understatement, imagery, metaphors, similes)
  - ✓ language functions (contextualizing, summarizing, paraphrasing, rephrasing)
  - ✓ language tone and register (style/level of language suitable to the context)
  - ✓ simple, compound and complex sentences (coordinators, subordinators)
  - ✓ syntax
  - ✓ transition expressions including time and sequence markers

Specifications for the Evaluation Instruments

Examination: Number of Parts, Sections, Procedure and Duration

The examination consists of two parts.
Total duration: 240 minutes

Part 1:   Evaluation of Competency 3, *Produces texts for personal and social purposes*
Duration: 120 minutes

Part 2:   Evaluation of Competency 2, *Reads and listens to written, spoken and media texts*
           Evaluation of Competency 3, *Produces texts for personal and social purposes*
Duration: 120 minutes

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

Examination Content

The evaluation situation consists of two tasks: the creation of an alternate ending to a short story and the writing of a critical essay. These tasks are designed to demonstrate the adult learner's ability to understand, analyze and interpret a given text as well as the adult learner's ability to produce a clear, concise, coherent and creative text.

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

This part satisfies the creative requirements of the course. The adult learner creates an alternate ending to a short story. The ability to create a credible, believable and captivating alternate ending reflects the adult learner's knowledge and understanding of the features and conventions of this type of text (approximately 200-300 words).

Part 2:   Evaluation of Competency 2, *Reads and listens to written, spoken and media texts*
           Evaluation of Competency 3, *Produces texts for personal and social purposes*

This part satisfies the analytical, interpretive and structural requirements needed to produce a critical essay (approximately 500-600 words). The adult learner writes a critical essay on the novel selected by the teacher and used in the course. To complete the critical essay, the adult learner is allowed to use the reading log, along with any notes recorded in his or her novel.

Procedures prior to Part 2:

The novel used for Part 2 of this examination is selected by the teacher and analyzed throughout the course. Critical essays may be written on other texts examined in the course, but not on the novel used specifically for this examination. The adult learner must keep a guided personal reading log for this novel throughout the course.

Information-Gathering Tools

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

- An alternate ending to a short story (approximately 200-300 words)

Part 2:   Evaluation of Competency 2, *Reads and listens to written, spoken and media texts*
           Evaluation of Competency 3, *Produces texts for personal and social purposes*

- A critical essay (approximately 500-600 words)

Authorized Materials

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

- *Resource Booklet* (short story)
- English dictionary*
- Thesaurus*

Part 2:   Evaluation of Competency 2, *Reads and listens to written, spoken and media texts*
Evaluation of Competency 3, *Produces texts for personal and social purposes*

- Novel (with notes) assigned by the teacher*
- Personal reading notes and reading log*
- 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

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 two parts of the examination.

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