

# DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

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Diversified Basic Education Program

English Language Arts

ENGLISH, RESEARCH AND PERSUASION – COURSE 3

ENG-5103-3

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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.<sup>1</sup>

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.<sup>2</sup> The DEDs and the criterion-referenced rubrics (contained in the evaluation instruments) may be used for this purpose.

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

<sup>2</sup> *Ibid.*, 9.

## Evaluation Content

<b>General Information</b>	
<p><b>Broad Area of Learning<sup>3</sup></b></p> <ul style="list-style-type: none"> <li>• Media Literacy</li> </ul> <p><b>Subject Area</b></p> <ul style="list-style-type: none"> <li>• Languages</li> </ul> <p><b>Families of Situations</b></p> <ul style="list-style-type: none"> <li>• Seeking and imparting information</li> <li>• Developing and supporting a stance</li> </ul>	<p><b>Program</b></p> <ul style="list-style-type: none"> <li>• English Language Arts</li> </ul> <p><b>Course</b></p> <ul style="list-style-type: none"> <li>• English, Research and Persuasion</li> </ul>
<b>Essential Elements Targeted by the Evaluation</b>	
<p><b>Subject-Specific Competencies</b></p> <ol style="list-style-type: none"> <li>1. Uses language/talk to communicate and to learn</li> <li>2. Reads and listens to written, spoken and media texts</li> <li>3. Produces texts for personal and social purposes</li> </ol>	<p><b>Categories of Knowledge</b></p> <ul style="list-style-type: none"> <li>• Textual Elements</li> <li>• Linguistic Elements</li> </ul>
<b>Evaluation Criteria</b>	
<p><b>Evaluation Criteria for Competency 1</b></p> <ol style="list-style-type: none"> <li>1.1 Effective communication of ideas</li> <li>1.3 Appropriate use of language conventions</li> </ol> <p><b>Evaluation Criteria for Competency 2</b></p> <ol style="list-style-type: none"> <li>2.1 Coherent construction of meaning from texts</li> <li>2.2 Demonstration of understanding contextual connections</li> <li>2.3 Thorough comprehension of structures and features of texts</li> <li>2.4 Critical interpretation of texts</li> </ol> <p><b>Evaluation Criteria for Competency 3</b></p> <ol style="list-style-type: none"> <li>3.1 Effective organization of texts to communicate</li> <li>3.2 Appropriate adaptation of language for audience and purpose</li> <li>3.3 Appropriate use of structures, features, codes and conventions of texts</li> <li>3.4 Correct application of language conventions (usage and mechanics)</li> </ol>	<p><b>Proficiency in Subject-Specific Knowledge</b></p> <p>Proficiency in subject-specific knowledge presupposes its acquisition, understanding, application and mobilization, and is therefore linked to the evaluation criteria for the competencies.</p>

<sup>3</sup> 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.

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"> <li>• Communication of topic and subtopics to situate audience and provoke interest</li> <li>• Integration of relevant evidence (statistics, quotes, facts, etc.) to support the research topic and findings</li> <li>• Sequencing of ideas/point of view/ information/arguments for maximum effect</li> <li>• Inclusion of at least one visual device to enhance topic or argument</li> </ul>
1.3 Appropriate use of language conventions	<ul style="list-style-type: none"> <li>• Adjustment of language register to the audience and text</li> <li>• Use of oral communication features to enhance the presentation</li> <li>• Use of body language to add emphasis to the presentation</li> </ul>
2.1 Coherent construction of meaning from texts	<ul style="list-style-type: none"> <li>• Justification of interpretation(s) of reading with reference to the text(s)</li> <li>• Recognition of facts versus opinions</li> <li>• Differentiation of emotional language, generalizations and stereotypes from neutral language</li> </ul>
2.2 Demonstration of understanding contextual connections	<ul style="list-style-type: none"> <li>• Recognition of similarities and differences of issues and events among texts</li> </ul>
2.3 Thorough comprehension of structures and features of texts	<ul style="list-style-type: none"> <li>• Comprehension of textual features (e.g. point of view, language) to interpret meaning</li> </ul>
2.4 Critical interpretation of texts	<ul style="list-style-type: none"> <li>• Consideration of the overall value and persuasiveness of the text</li> <li>• Assessment of the relevance and completeness of the arguments/evidence provided</li> </ul>
3.1 Effective organization of texts to communicate	<ul style="list-style-type: none"> <li>• Development of a clearly defined stance or position with sufficient and effective arguments and information (e.g. evidence, quotes, statistics)</li> <li>• Creation of a coherent and cohesive argumentative essay</li> <li>• Presentation of ideas and arguments in a clear, logical and organized manner</li> </ul>

3.2 Appropriate adaptation of language for audience and purpose	<ul style="list-style-type: none"> <li>• Use of appropriate tone and register to support stance or argument</li> <li>• Adaptation of language to the audience and purpose</li> </ul>
3.3 Appropriate use of structures, features, codes and conventions of texts	<ul style="list-style-type: none"> <li>• Application of appropriate structures and features, codes and conventions when producing an argumentative essay</li> </ul>
3.4 Correct application of language conventions (usage and mechanics)	<ul style="list-style-type: none"> <li>• Use of the grammar and mechanics of standard English</li> </ul>

### 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*: 40%

Competency 2, *Reads and listens to written, spoken and media texts*: 20%

Competency 3, *Produces texts for personal and social purposes*: 40%

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/intellectual appeal of text
  - ✓ facts and statistics; opinions and expert opinions
  - ✓ main and supporting ideas
  - ✓ methods of organization (e.g. analogy, cause/effect, chronological order, comparison/contrast, example, explanation, listing of ideas)
  - ✓ objectivity and bias (e.g. use of selective omission, stereotypes, generalizations)
  - ✓ paragraphing (introductory, body and concluding paragraphs for essays)
  - ✓ relevant vs. irrelevant details
  - ✓ social function(s) of text
  - ✓ sufficient vs. insufficient development of main ideas
  - ✓ textual features of argumentative essays: title, five-paragraph structure, thesis statements and topic sentences
  
- Linguistic Elements
  - ✓ abbreviations or acronyms
  - ✓ agreement (of person, subject and verb, verb tenses, pronoun and antecedent)
  - ✓ appositive phrases
  - ✓ body language (gestures/movements/facial expressions/eye contact)
  - ✓ capitalization and punctuation (commas, colons, semicolons, quotation marks, ellipsis, end punctuation)
  - ✓ common sentence errors (e.g. fragments, run-on sentences, misplaced modifiers, phrases and clauses)
  - ✓ commonly confused or misspelled words
  - ✓ language (neutral, connotative, figurative)
  - ✓ language devices (e.g. euphemism, hyperbole, sarcasm, repetition, metaphor)
  - ✓ language functions (contextualizing, summarizing, rephrasing, paraphrasing)
  - ✓ language tone and register (style/level of language suitable to the context)
  - ✓ oral communication features (voice tone, speed, volume, emphasis, enunciation, pronunciation)
  - ✓ parallel structure
  - ✓ relative clauses
  - ✓ 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 three parts.  
Total duration: 230 minutes

Part 1: Evaluation of Competency 1, *Uses language/talk to communicate and to learn*  
Duration: 30 minutes (22 minutes to set up visual device[s], organize materials, review notes, etc., and 8 minutes for the presentation)

Part 2: Evaluation of Competency 2, *Reads and listens to written, spoken and media texts*  
Duration: 80 minutes

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

Each part must be administered during different examination sessions. Part 1 must be administered first, followed by Part 2 and then Part 3.

### Examination Content

The evaluation situation consists of three tasks: an oral report on a research topic based on a research paper completed in class, an analysis of two texts (argumentative/persuasive) and a follow-up argumentative essay. These tasks are designed to demonstrate the adult learner's ability to communicate the research topic orally; understand, analyze and assess information; and then use that information in an argumentative essay.

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

This part satisfies the oral requirements of the course. The adult learner delivers a formal oral presentation on his or her research paper (previously completed in the course). The preparation for this task (i.e. notes, cue cards, selection and organization of visual device[s], resource materials, props and any other material necessary for the oral presentation) **is completed prior to the examination**. This part demonstrates the adult learner's ability to use oral communication features effectively, while establishing a context for the research topic and presenting it in a neutral, compelling and demonstrative manner that captivates the audience.

Part 2: Evaluation of Competency 2, *Reads and listens to written, spoken and media texts*

This part satisfies the analytical, critical and interpretive requirements of the course. The adult learner provides a response (approximately 200-300 words) to a question which obliges him or her to assess two texts on the same topic. The deciphering and interpretation of information, statistics and word selection in the texts reflects the adult learner's ability to contend with the nuances and manipulation of language in an argumentative/persuasive text.

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

This part satisfies the written requirement of the course. The production of an argumentative essay (approximately 500-600 words) obliges the adult learner to take a stance on the topic in Part 2, while producing an organized, coherent, convincing and unbiased text that considers its audience, purpose and word selection.



### Information-Gathering Tools

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

- An oral presentation of a research topic

Part 2: Evaluation of Competency 2, *Reads and listens to written, spoken and media texts*

- Question and answer format (approximately 200-300 words)

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

- An argumentative essay (approximately 500-600 words)

### Authorized Materials

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

- Notes, outlines, cue cards, flip chart, any presentation software, visual devices (any multimedia support, electronic or otherwise), and any other relevant, appropriate and practical resources

Part 2: Evaluation of Competency 2, *Reads and listens to written, spoken and media texts*

- *Resource Booklet* (articles)
- English dictionary\*
- Thesaurus\*

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

- *Resource Booklet* (articles from Part 2)
- Completed *Adult's Booklet*, Part 2
- English dictionary\*
- Thesaurus\*

\*Paper format only.

### Assessment Tools

The assessment tool for the evaluation of Part 1, Part 2 and Part 3 is the criterion-referenced rubric (one for each competency). Criterion-referenced interpretation involves comparing the information gathered with the expected outcomes.<sup>4</sup> 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 has been added to the *Correction and Evaluation Guide*.

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

**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 and Part 3. However, Part 2 and Part 3 must be retaken together.



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