**DEFINITION OF THE EVALUATION DOMAIN
FOR CERTIFICATION AND RECOGNITION**

Course
Taking Charge
ENG-P103-4

Common Core Basic Education Program
English Language of Instruction

January 2013

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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, du Loisir et du Sport (MELS). The DED for other types of examinations is developed by MELS or, at the request of 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 DED. It is recommended that all other examinations be in agreement with the DED.

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

Evaluation Content

General Information

Broad Areas of Learning	**Program**
• Health and Well-Being	• English, Language of Instruction
Subject Area	**Course**
• Languages	• Taking Charge ENG-P103-4
Class of Situations	
• Using language to attend to basic health needs • Using language to deal with common emergency situations	

Essential Elements Targeted by the Evaluation

Competency	**Categories of Knowledge**
• To deal with a real-life situation pertaining to the class of situations targeted by the course.	• Types of discourse (informative, expressive) • Discourse cues and features • The sound system • The writing system • Language functions • Sociolinguistic features • Grammar and syntax • Vocabulary pertaining to health and common emergencies

Evaluation Criteria and Weighting

Evaluation criteria for the Competency	
Interacts adequately in everyday situations using simple oral texts (30 %)	**Proficiency in Subject-Specific Knowledge**
Understands simple, everyday oral texts adequately (20 %)	
Reads simple, everyday texts adequately (20 %)	Proficiency in subject-specific knowledge presupposes its acquisition, understanding, application and mobilization, and is therefore linked with the evaluation criteria for the competency.
Writes simple, everyday texts adequately (30 %)	

Explanation of the Evaluation Content

Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

Information Clarifying the Evaluation Criteria

Interacts adequately in everyday situations using simple oral texts

The above criterion assesses the adult's ability to:

- use language functions to communicate;
- sustain conversation by responding suitably to the other speaker(s);
- adapt language to audience and situation;
- use vocabulary appropriate to the situation;
- use discourse features appropriate to the communication situation;
- apply rules of grammar and syntax to create and interpret meaning;
- use elements of the sound system adequately.

Understands simple, everyday oral texts adequately

The above criterion assesses the adult's ability to:

- demonstrate understanding of the main idea in an oral text;
- demonstrate understanding of details in an oral text.

Reads simple, everyday texts adequately

The above criterion assesses the adult's ability to:

- demonstrate understanding of the main idea in a written text;
- demonstrate understanding of specific details in a written text.

Writes simple, everyday texts adequately

The above criterion assesses the adult's ability to:

- provide clear and relevant information appropriate to the situation;
- use discourse features appropriate to purpose and text type;
- apply rules of grammar and syntax;
- use correct spelling and punctuation;
- adapt language to audience and situation;
- use vocabulary appropriate to the situation.

Proficiency in Subject-Specific Knowledge

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

Weighting

The weighting for the evaluation of the competency is 100 %. The weighting of the evaluation criteria appears in the table found on page 2 of this document.

Knowledge

The knowledge targeted for the evaluation of the competency is selected from the following categories of essential knowledge from this course and previous courses. The knowledge is chosen according to the real-life situation used for evaluation:

- **Types of discourse**
    - ✓ Informative, for example:
        - o conversations
        - o graphically organized texts
        - o instructions
        - o pamphlets
        - o short reports
        - o instructional videos
        - o forms
        - o lists
    - ✓ Expressive, for example:
        - o blogs
        - o cards
- **Discourse cues and features,** for example:
    - ✓ Beginning, middle, end
    - ✓ Titles, headings, subheadings
    - ✓ Key words and phrases
    - ✓ Transitional devices
        - o for sequence
        - o for addition
        - o for comparison and contrast
    - ✓ Main ideas and supporting details
    - ✓ Visual
        - o illustration
        - o layout
        - o font
        - o colour
        - o graphic

- ✓ Order
  - o order of importance
  - o chronological order
- **The sound system**
  - ✓ Pronunciation
  - ✓ Volume
  - ✓ Rhythm
- **The writing system**
  - • Spelling
    - ✓ Common contractions
    - ✓ Common irregulars
    - ✓ Plurals
    - ✓ Double consonants
    - ✓ Special rules
  - • Punctuation
    - ✓ Capitalization
    - ✓ End punctuation
    - ✓ Internal punctuation
      - o commas
      - o apostrophes
- **Language functions,** for example:
  - ✓ Asking for and giving information
  - ✓ Asking for and giving instructions
  - ✓ Following instructions
  - ✓ Asking for assistance
  - ✓ Describing a health problem
  - ✓ Describing procedures to follow in an emergency situation
  - ✓ Reporting and describing an emergency situation
  - ✓ Expressing needs, feelings and concerns
  - ✓ Expressing likes, dislikes
- **Sociolinguistic features**
  - ✓ Appropriateness to situation
    - o formal
  - ✓ Appropriateness to audience
    - o distance between speakers
    - o characteristics of speakers
- **Grammar and syntax**
  - • Word level
    - ✓ Inflections
      - o word endings
    - ✓ Derivations
      - o common prefixes and suffixes
    - ✓ Basic word classes
      - o nouns
        - ❖ countable/non-countable
        - ❖ singular/plural
      - o pronouns
        - ❖ personal/subject/object
        - ❖ possessive
        - ❖ indefinite

- o verbs
  - ❖ simple tenses
  - ❖ progressive tenses
  - ❖ regular/irregular
  - ❖ modals to indicate ability, advisability, necessity
- o adjectives
  - ❖ comparative/superlative
- o adverbs
  - ❖ time
  - ❖ frequency
  - ❖ comparative/superlative
  - ❖ position of adverbs
- o conjunctions
  - ❖ coordinating (addition, contrast)
  - ❖ common subordinating (cause and effect, comparison and contrast, sequence, addition)
- o articles
  - ❖ definite (with countable/uncountable)
  - ❖ indefinite (with countable/uncountable)
- o prepositions
  - ❖ time
  - ❖ place/location/direction
  - ❖ manner
- Sentence level
  - ✓ Basic word order
    - o affirmative
    - o negative
    - o interrogative
    - o imperative
  - ✓ Basic types of sentences
    - o simple
    - o compound
    - o complex
  - ✓ Grammatical agreement
    - o subject/verb
    - o noun/pronoun
- Paragraph level
  - ✓ Consistency
    - o person
    - o tense
    - o number
  - ✓ Coherence
    - o Transitional devices of chronology, addition, comparison and contrast
- **Vocabulary pertaining to health and common emergencies,** for example:
  - ✓ Parts of body
  - ✓ Common illnesses
  - ✓ Emergency situations

Specifications for the Evaluation Instruments

Examination: Number of Parts, Sections, Procedure and Duration

The examination consists of one part divided into four sections, with a total duration of 180 minutes. The sections may be administered in the same exam session or during different exam sessions, in the order most relevant to the real-life situation.

Section – *Interacting orally*: 30 minutes (25 minutes for the preparation and 3 to 5 minutes for the interaction)

Section – *Listening to informative texts*: 30 minutes

Section – *Reading informative texts*: 60 minutes

Section – *Writing informative and expressive texts*: 60 minutes

Examination Content

The examination focuses on a real-life situation related to basic health needs (e.g. treating illness, taking medication, assessing nutritional needs) and to common emergency situations (e.g. dealing with medical crisis, fire, fraud, car problems). In addition to interacting orally, the adult learner will be required to read, write and listen to informative and expressive texts. When possible, the task or tasks related to the real-life situation may measure more than one evaluation criterion.

Section – *Interacting orally*

The adult learner interacts with another speaker. He /she may**:** ask for assistance, obtain or give information and instructions, describe problems, and/or express health and emergency-related feelings, preferences and concerns.

Section – *Listening to informative texts*

The adult learner listens to an informative text (e.g. short information video, presentation, TV/radio report). To show his/her understanding of the main idea and details, the adult learner may complete a questionnaire and/or other documents relevant to the task.

Section – *Reading informative texts*

The adult learner reads an informative text (e.g. fact sheet, label, newsletter article, pamphlet). To show understanding of the main idea and specific details in the written text, the adult learner may complete a questionnaire and/or other documents relevant to the task.

Section – *Writing informative and expressive texts*

The adult learner produces an informative text (e.g. meal plan, note) OR expressive text (e.g. blog, letter), approximately 125 words in length. This section of the examination evaluates the learner's ability to use correct grammar, spelling and punctuation in organizing and reporting relevant information, and in expressing thoughts and feelings.

Information-Gathering Tools

Section – *Interacting orally*
- Observation Sheet (Teacher's Copy)

Section – *Listening to informative texts*
- Questionnaires, forms or other documents relevant to the task

Section – *Reading informative texts*
- Questionnaires, forms or other documents relevant to the task

Section – *Writing informative and expressive texts*
- Written production

Authorized Materials

All Sections

- English-English Dictionary – paper version
- Thesaurus – paper version
- Resource Booklet (if applicable/necessary)

Section - *Interacting orally*

- Notes (the adult learner may refer to personal notes prepared for the oral interaction)

Assessment Tools

Assessment will be carried out using a criterion-referenced evaluation rubric based on a five-level rating scale. *Correction Keys* will be included when necessary.

Pass Mark

The pass mark is 60 % for the examination as a whole.

Retakes

The adult learner must retake another version of the entire examination.