



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

Course

Engagement and Involvement

ENG-P107-4

Common Core Basic Education Program

English Language of Instruction

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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.

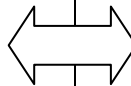
¹Québec, Ministère de l'Éducation du Québec, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 47.

Evaluation Content

General Information	
<p>Broad Areas of Learning</p> <ul style="list-style-type: none"> • Citizenship • Environmental and Consumer Awareness <p>Subject Area</p> <ul style="list-style-type: none"> • Languages <p>Class of Situations</p> <ul style="list-style-type: none"> • Using language to fulfill civic and social duties in the community 	<p>Program</p> <ul style="list-style-type: none"> • English, Language of Instruction <p>Course</p> <ul style="list-style-type: none"> • Engagement and Involvement ENG-P107-4

Essential Elements Targeted by the Evaluation	
<p>Competency</p> <ul style="list-style-type: none"> • To deal with a real-life situation pertaining to the class of situations targeted by the course. 	<p>Categories of Knowledge</p> <ul style="list-style-type: none"> • Types of discourse (informative, expressive) • Discourse cues and features • The writing system • Language functions • Sociolinguistic features • Grammar and syntax • Vocabulary pertaining to civic and social duties in the community

Evaluation Criteria and Weighting	
<p>Evaluation criteria for the Competency</p> <p>Interacts adequately in everyday situations using simple oral texts (30 %)</p> <p>Understands simple, everyday oral texts adequately (20 %)</p> <p>Reads simple, everyday texts adequately (20 %)</p> <p>Writes simple, everyday texts adequately (30 %)</p>	<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 competency.</p>



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);
- offer feedback, suggestions and alternative solutions;
- vary roles as speaker or listener to ensure a balanced participation;
- 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.

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 specific details in an oral text;
- identify opinions in an oral text;
- understand suggestions in an oral text;
- understand solutions 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;
- identify opinions in a written text;
- understand suggestions in a written text;
- understand solutions 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:
 - conversations
 - discussions
 - presentations
 - memos
 - agendas
 - warnings
 - simplified legal texts
 - brochures
 - letters
 - emails
 - ✓ Expressive, for example:
 - personal letter
- **Discourse cues and features, for example:**
 - ✓ Beginning, middle, end
 - ✓ Titles, headings, subheadings
 - ✓ Key words and phrases
 - ✓ Transitional devices
 - for sequence
 - for addition
 - for comparison and contrast
 - ✓ Main ideas and supporting details
 - ✓ Order
 - order of importance
 - chronological order
 - logical order
 - ✓ Verbal features (for example: stress, pause, intonation, volume)

- **The writing system**
 - Spelling
 - Punctuation
 - ✓ Capitalization
 - ✓ End punctuation
 - ✓ Internal punctuation
 - commas
 - quotation marks
 - semicolons
- **Language functions**, for example:
 - ✓ Asking for and giving information, advice, instructions
 - ✓ Expressing needs, concerns and preferences
 - ✓ Expressing opinions
 - ✓ Asking for and giving suggestions, solutions
 - ✓ Encouraging
 - ✓ Negotiating
 - ✓ Explaining
 - ✓ Describing
 - ✓ Reporting
- **Sociolinguistic features**
 - ✓ Appropriateness to situation
 - informal
 - formal
 - ✓ Appropriateness to audience
 - distance between speakers
 - characteristics of speakers
- **Grammar and syntax**
 - Word level
 - ✓ Inflections
 - word endings
 - ✓ Derivations
 - prefixes and suffixes
 - ✓ Word classes
 - nouns
 - ❖ gerunds
 - ❖ infinitives
 - pronouns
 - ❖ indefinite
 - ❖ relative
 - verbs
 - ❖ simple tenses
 - ❖ progressive tenses
 - ❖ regular/irregular
 - ❖ perfect tenses
 - ❖ modals to indicate advisability, expectation, warning, possibility
 - ❖ linking verbs
 - ❖ common phrasal verbs
 - adjectives
 - ❖ participles
 - ❖ adjective clauses
 - adverbs
 - ❖ adverbial clauses
 - conjunctions
 - ❖ coordinating (paired conjunctions)

- ❖ subordinating (time, cause and effect, comparison and contrast, sequence, addition)
- articles
 - ❖ definite (with countable/uncountable)
 - ❖ indefinite (with countable/uncountable)
- prepositions
 - ❖ with adjectives / verbs
 - ❖ phrasal verbs
- **Sentence level**
 - ✓ Word order
 - ✓ Types of sentences
 - simple
 - compound
 - complex
 - ✓ Grammatical agreement
 - subject/verb
 - noun/pronoun
- **Paragraph level**
 - ✓ Consistency
 - person
 - tense
 - number
 - ✓ Coherence
 - transitional devices of chronology, addition, comparison and contrast
- **Vocabulary pertaining to healthy lifestyle and consumer transactions**, for example:
 - ✓ Neighbourhood
 - ✓ Community affairs
 - ✓ Community rules and regulations
 - ✓ Environment

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 using language to fulfill civic and social duties in the community (e.g. participating in neighbourhood programs, being a responsible tenant/homeowner, obtaining a permit/licence, volunteering in the community). 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*

Prior to the interaction, the adult learner prepares notes to use as a reference. The adult learner interacts with another speaker. He/she may: ask for, obtain or give information, instructions and advice, express opinions, agreement or disagreement and/or share needs and concerns.

Section – *Listening to informative texts*

The adult learner listens to an informative text (e.g. presentation, local news report, public announcement). To show his/her ability to identify the main idea and specific details, as well as to understand opinions, suggestions and solutions, 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. local newspaper, community website, simplified legal text). To show his/her ability to identify the main idea and specific details, as well as to interpret opinions, suggestions and solutions, 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. short report, minutes, log) or expressive text (e.g. personal letter), approximately 225 words in length. This section of the examination evaluates the learner's ability to use correct grammar, spelling and punctuation as he/she provides clear and relevant information appropriate to the audience, purpose and situation.

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.