



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

Course
Community Life
ENG-B126-4

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 DEDs for other types of examinations are developed by MELS or, at the request of school boards, by 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 DEDs. It is recommended that all other versions of 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"> • Health and Well-Being • 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 become involved 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"> • Community Life ENG-B126-4
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 sound system • The writing system • Language functions • Sociolinguistic features • Grammar and syntax • Vocabulary pertaining to community activities and events
Evaluation Criteria and Weighting	
<p>Evaluation Criteria for the Competency</p> <p>Interacts using basic, common oral texts in routine situations at a functional level (20 %)</p> <p>Understands basic, common oral texts in routine situations at a functional level (20 %)</p> <p>Reads predictable, basic, common texts at a functional level (30 %)</p> <p>Writes short, basic, common texts at a functional level (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 using basic, common oral texts in routine situations at a functional level

The above criterion assesses the adult's ability to:

- use language functions to communicate;
- sustain conversation by responding appropriately to the other speaker(s);
- offer feedback, suggestions and alternative solutions;
- vary roles as speaker or listener to ensure balanced participation;
- use basic elements of the sound system;
- adapt language to the situation;
- use basic vocabulary appropriate to the situation;
- use basic discourse features appropriate to the communication situation;
- apply rules of grammar and syntax.

Understands basic, common oral texts in routine situations at a functional level

The above criterion assesses the adult's ability to:

- understand the main idea in an oral text;
- understand specific details in an oral text;
- identify suggestions in an oral text;
- identify solutions in an oral text;
- identify thoughts and feelings.

Reads predictable, basic, common texts at a functional level

The above criterion assesses the adult's ability to:

- understand the main idea in a written text;
- understand specific details in a written text;
- identify suggestions in a written text;
- identify solutions in a written text;
- identify thoughts and feelings.

Writes short, basic, common texts at a functional level

The above criterion assesses the adult's ability to:

- provide clear and relevant information appropriate to the situation;
- use elements of the writing system;
- use basic discourse features appropriate to purpose and text type;
- apply rules of grammar and syntax;
- adapt language to the situation;
- use basic 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 from previous courses. The knowledge is chosen according to the real-life situation used for evaluation:

- **Types of discourse**
 - ✓ Informative, for example:
 - simple exchanges
 - conversations
 - flyers
 - notices
 - posters
 - graphically organized texts
 - opinions
 - news articles
 - agendas
 - announcements
 - television or radio programs
 - ✓ Expressive, for example:
 - personal accounts
 - personal stories
 - emails
 - blogs
- **Discourse cues and features**, for example:
 - ✓ Visual
 - graphic cues and features
 - ❖ layout
 - ❖ font and colour
 - ❖ illustrations
 - ❖ photographs
 - textual cues and features
 - ❖ titles
 - ❖ headings
 - ❖ table of contents
 - ✓ Beginning, middle, end
 - ✓ Simple key words and phrases
 - ✓ Order
 - order of importance
 - ✓ Simple transitional devices
- **The sound system**
 - ✓ Phonemic awareness
 - ✓ Pronunciation
 - ✓ Word stress
 - ✓ Sentence intonation patterns
 - ✓ Volume
 - ✓ Tone
 - ✓ Pace

- **The writing system**
 - Word recognition
 - ✓ Sight words
 - ✓ Phonics
 - sound-symbol correspondence
 - vowel patterns
 - consonant patterns
 - ✓ Word patterns
 - word families
 - word beginnings and endings
 - base words
 - compound words
 - affixes
 - ✓ Syllabication
 - Spelling
 - ✓ Letter patterns
 - ✓ Spelling rules
 - ✓ Common irregulars
 - Punctuation
 - ✓ Initial capitalization
 - ✓ End punctuation
 - period
 - question mark
 - exclamation point
 - ✓ Internal punctuation
 - comma
 - apostrophe
- **Language functions**, for example:
 - ✓ Asking for and giving information, instructions
 - ✓ Stating needs and preferences
 - ✓ Expressing satisfaction, dissatisfaction
 - ✓ Expressing and asking about ideas and opinions
 - ✓ Expressing likes, dislikes and preferences
 - ✓ Sharing thoughts and feelings
 - ✓ Asking for and making suggestions
 - ✓ Offering, accepting, declining
- **Sociolinguistic features**
 - ✓ Appropriateness to situation
 - formal
 - informal
 - ✓ Appropriateness to audience or interlocutor
 - formal
- **Grammar and syntax**
 - Word level
 - ✓ Inflections
 - simple plurals
 - tenses
 - ✓ Derivations
 - word families
 - common prefixes and suffixes

- ✓ Basic word classes
 - nouns
 - pronouns
 - verbs
 - adjectives
 - prepositions
 - adverbs
 - articles
 - conjunctions
- Sentence level
 - ✓ Basic word order
 - affirmative
 - negative
 - interrogative
 - ✓ Basic sentence types
 - simple
 - compound
 - complex
 - ✓ Grammatical functions
 - declarative
 - interrogative
 - imperative
 - ✓ Grammatical agreement
 - subject-verb
 - tense
- **Vocabulary pertaining to community activities and events**, for example:
 - ✓ Neighbourhood
 - ✓ Social or cultural events

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 or expressive texts*: 30 minutes

Section – *Reading informative or expressive texts*: 60 minutes

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

Examination Content

The examination focuses on a real-life situation related to community life (e.g. volunteering, taking part in a community project, or joining a support group). The adult learner will be required to interact orally, and listen to, read and write informative and/or 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 and may ask for and give basic information, state needs and preferences, express satisfaction or dissatisfaction and/or offer feedback and suggestions.

Section – *Listening to informative or expressive texts*

The adult learner listens to an *informative* text (e.g. a presentation, radio or television broadcast) or *expressive* text (e.g. a campaign ad, personal account). The adult may complete a questionnaire and/or other documents relevant to the task to show his/her ability to listen for the main idea and specific details, suggestions or solutions in an *informative* text or to identify thoughts or feelings in an *expressive* text.

Section – *Reading informative or expressive texts*

The adult learner reads a text that may be *informative* (e.g. a community newsletter, poster, pamphlet), or *expressive* (e.g. a friendly letter, blog). The adult may complete a questionnaire and/or other documents relevant to the task to show his/her ability to identify the main idea and specific details, suggestions or solutions in an *informative* text or to identify thoughts or feelings in an *expressive* text.

Section – *Writing informative or expressive texts*

The adult learner produces an *informative* text (e.g. a notice, flyer, poster) or an *expressive* text (e.g. a friendly letter, note). This section of the examination evaluates the learner's ability to clearly and legibly provide clear and relevant information that incorporates simple grammatical structures, correct vocabulary and correct spelling.

Information-Gathering Tools

Section – *Interacting orally*

- Observation Checklist (Teacher's Copy)

Section – *Listening to informative or expressive texts*

- Questionnaires, forms or other documents relevant to the task

Section – *Reading informative or expressive texts*

- Questionnaires, forms or other documents relevant to the task

Section – *Writing informative or expressive texts*

- Written production

Authorized Materials

Resource Booklet

Picture Dictionary

Beginner's Dictionary

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.