DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

English Language Arts

ENGLISH WRITING SKILLS – OPTIONAL COURSE ENG-5107-1

July 2025

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 (MEQ) 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]

Since the development of evaluation instruments for this course is the responsibility of authorized educational institutions, the prototype examination provided by the Ministère may be used as is, be modified or be used as an example for the development of new versions.

Any new version of the examination or modifications of the prototype examination must bear the logo of the institution that developed it.

At no time may the ministerial and prototype examinations produced by the Ministère be used as evaluation to support learning or as classroom practice exercises.

Furthermore, 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 are recommended 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 • Citizenship and Community Life **Subject Area** • Languages **Family of Learning Situations** • Developing and supporting a stance	**Program of Study** • English Language Arts **Course** • English Writing Skills
Essential Elements Targeted by the Evaluation	
Subject-Specific Competency 3. Produces texts for personal and social purposes	**Categories of Knowledge** • Textual elements • Linguistic elements
Evaluation Criteria	
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.
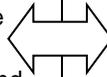
Explanation of the Evaluation Content

Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

Information Clarifying the Evaluation Criteria

3.1 Effective organization of texts to communicate
- Presentation of controlling ideas
- Use of relevant supporting details to develop controlling ideas
- Arrangement of sentences and use of transitions to enhance connections in paragraphs

3.2 Appropriate adaptation of language for audience and purpose
- Adaptation of language to the audience and purpose

3.3 Appropriate use of structures, features, codes and conventions of texts
- Use of appropriate structures, features, codes and conventions when producing comparative, descriptive and persuasive paragraphs

3.4 Correct application of language conventions (usage and mechanics)
- Use of standard English spelling
- Use of standard English grammar

Proficiency in Subject-Specific Knowledge

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

Weighting

The weighting for the evaluation of the competency is determined in accordance with the *Framework for the Evaluation of Learning* in general education in the youth sector and the program of study in adult general education.

Competency 3, *Produces texts for personal and social purposes*: 100%

The weighting of the evaluation criteria appears in the criterion-referenced rubric provided in the appendix. Adult learners must be informed in advance of the evaluation criteria used to evaluate them and of the corresponding weighting of each performance indicator.

Knowledge

The examination tasks require the adult learner to use a representative sample of the targeted knowledge listed in the program of study for the course ENG-5107-1.

Specifications for the Evaluation Instruments

Examination: Number of Parts, Sections, Procedure and Duration

The examination consists of one part and must be administered in one examination session.

Evaluation of Competency 3, *Produces texts for personal and social purposes*
Duration: 180 minutes

Examination Content

The adult learner is required to write three 100 to 200-word paragraphs: a comparative paragraph, a descriptive paragraph and a persuasive paragraph. The paragraphs demonstrate the adult learner's ability to use language in different ways by adapting vocabulary, register and tone to suit varied purposes with a range of intended audiences.

Specifications for the Word Count

All words of the adult learner's written text count. Words containing an apostrophe count as one word. Symbols (e.g. $, %) and numbers written numerically (e.g. 73) do not count.

Information-Gathering Tools

- Written production in the *Adult's Booklet*

Authorized Materials

- Unilingual and/or bilingual English dictionary
- Thesaurus

Assessment Tools

The criterion-referenced rubric is the assessment tool used by the teacher for the evaluation of the competencies. Criterion-referenced interpretation involves comparing the information gathered with the expected outcomes.[3] The rubric is found in the appendix of this document as well as in the *Marking Guide* and the *Adult's Booklet*. It includes the rating scale below.

Competency development:

- Advanced
- Thorough
- Acceptable
- Partial
- Minimal

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3. Ibid., 28-29.

Pass Mark

The pass mark is 60% for the examination. The adult learner must attempt the examination to receive a final mark.

Retakes

Retakes are permitted, but a different version of the examination must be given to the adult learner.

APPENDIX – CRITERION-REFERENCED RUBRIC

Adult General Education

EVALUATION

Criterion-Referenced Rubric

_____
Adult learner's name

_____
Teacher's name

_____
Date

Diversified Basic Education Program
English Language Arts

Course
English Writing Skills
ENG-5107-1

Competency 3: *Produces texts for personal and social purposes* (100%)

- Using the rating scale provided, indicate the mark that best corresponds to the adult learner's performance level for each row of the rubric.
- Assign a mark of 0 when the adult learner's production does not contain the element(s) required in a specific row of a performance indicator.
- Assign a summative mark of 10/100 if the adult learner's production is off-task.[4]

Evaluation Criteria / Rating Scale / Indicator		Advanced	Thorough	Acceptable	Partial	Minimal	Mark
3.1 Effective organization of texts to communicate	*Presentation of controlling ideas*	All paragraphs skillfully use precise topic sentences to clarify the controlling ideas 10	All paragraphs use topic sentences that identify the controlling ideas 8	All paragraphs have controlling ideas Topic sentences may be present 6	Two paragraphs have controlling ideas Topic sentences may be present 4	One paragraph has a controlling idea A topic sentence may be present 2	__/10
	Use of relevant supporting details to develop controlling ideas	All supporting details follow the topic sentence All details are well-sequenced to skillfully develop the controlling idea of each paragraph 10	All supporting details follow the topic sentence Most details are sequenced to effectively develop the controlling idea of each paragraph 8	Supporting details coherently develop the controlling idea of each paragraph 6	Supporting details tenuously relate to and/or insufficiently develop controlling ideas 4	Details, which may be rare, do not support and/or develop controlling ideas 2	__/10
	Arrangement of sentences and use of transitions to enhance connections in paragraphs	Sentence arrangement enhances cohesion of each paragraph 10	Sentence arrangement supports cohesion of each paragraph 8	Sentence arrangement maintains coherence within paragraphs 6	Sentence arrangement is inconsistent, hindering communication at times 4	Sentence arrangement is disorganized and/or illogical, hindering communication throughout 2	__/10

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4. The production is off-task in any of the following situations:
- it is consistently off-topic
- it is less than 225 words in total
- it does not contain more than 1 paragraph type

		Transition words and phrases in all paragraphs enhance connections between ideas within each paragraph	Transition words and phrases in all paragraphs make effective connections between ideas within each paragraph	Transition words and phrases are used coherently within each paragraph	Transition words and phrases are used tenuously, only sometimes making connections between ideas	Transition words and phrases are used erroneously, hindering connections between ideas	__/5
		5	4	3	2	1	
3.2 Appropriate adaptation of language for audience and purpose	*Adaptation of language to the audience and purpose*	Comparative paragraph varies use of frequent and precise vocabulary fitting for the audience	Comparative paragraph uses frequent and precise vocabulary suitable for the audience	Comparative paragraph uses appropriate frequent and precise vocabulary	Comparative paragraph uses inappropriate vocabulary at times	Comparative paragraph uses limited and/or inappropriate vocabulary throughout	__/5
		5	4	3	2	1	
		Descriptive paragraph varies use of frequent, precise and specialized vocabulary fitting for the audience	Descriptive paragraph uses frequent, precise and specialized vocabulary suitable for the audience	Descriptive paragraph uses appropriate frequent and precise vocabulary	Descriptive paragraph uses inappropriate vocabulary at times	Descriptive paragraph uses limited and/or inappropriate vocabulary throughout	__/5
		5	4	3	2	1	
		Persuasive paragraph varies frequent, precise and/or specialized vocabulary with degrees of formality that enhance audience appeal and purpose	Persuasive paragraph uses frequent, precise and/or specialized vocabulary and a degree of formality to create audience appeal and support purpose	Persuasive paragraph uses appropriate frequent and precise vocabulary	Persuasive paragraph uses inappropriate vocabulary and/or degrees of formality at times	Persuasive paragraph uses inappropriate vocabulary and degree of formality throughout	__/5
		5	4	3	2	1	

3.3 Appropriate use of structures, features, codes and conventions of texts	*Use of appropriate structures, features, codes and conventions when producing comparative, descriptive and persuasive paragraphs*	One paragraph compares and/or contrasts specific, related details in depth It skillfully informs the audience of similarities, differences and nuances worthy of consideration 5	One paragraph compares and/or contrasts specific, related details It effectively informs the audience of similarities and differences worthy of consideration 4	One paragraph compares and/or contrasts related, general details It coherently informs the audience 3	One paragraph's comparisons and/or contrasts are insufficiently developed and/or tenuously related to the topic 2	One paragraph's comparisons or contrasts are rarely present, erroneous and/or misleading 1	__/5
		One paragraph precisely describes and contextualizes specific experiences and/or impressions using pertinent sensory details 5	One paragraph effectively describes specific experiences and/or impressions using supporting sensory details 4	One paragraph coherently describes experiences and/or impressions using sufficient sensory details 3	One paragraph lists some experiences and/or impressions without many descriptive details 2	One paragraph lists experiences and/or impressions without any details or contextualization 1	__/5
		One paragraph skillfully persuades using diverse content and connotative language It is very intellectually, emotionally and/or aesthetically appealing 5	One paragraph effectively persuades using appropriate content It is intellectually, emotionally and/or aesthetically appealing 4	One paragraph coherently presents a position using connotative language It is somewhat intellectually, emotionally and/or aesthetically appealing 3	One paragraph relates content to a position The paragraph, which may be insufficiently developed, has some appeal 2	One paragraph explores inappropriate or contradictory considerations for a given position The paragraph may have some appeal 1	__/5

3.4 Correct application of language conventions (usage and mechanics)	*Use of standard English spelling*	Accurate and consistent spelling throughout 10	Accurate spelling throughout 8	Multiple spelling mistakes do not hinder communication 6	Multiple spelling mistakes hinder communication at times 4	Multiple spelling mistakes hinder communication throughout 2	__/10
	Use of standard English grammar	Accurate and consistent punctuation and capitalization throughout 5	Rare punctuation and/or capitalization mistakes do not hinder communication 4	Multiple punctuation and/or capitalization mistakes do not hinder communication 3	Multiple punctuation and/or capitalization mistakes hinder communication at times 2	Punctuation and/or capitalization mistakes hinder communication throughout 1	__/5
		Accurate subject-verb agreement throughout Skillful integration of varied, accurate verb tenses 10	Accurate subject-verb agreement throughout Rare mistakes in verb tense do not hinder communication 8	Mistakes in subject-verb agreement and verb tense do not hinder communication 6	Mistakes in subject-verb agreement and/or verb tense hinder communication at times 4	Mistakes in subject-verb agreement and/or verb tense hinder communication throughout 2	__/10
		Sentences are varied and skillfully structured, with no errors in word order 10	Sentences are varied and well-structured, though rare, minor errors are present 8	Simple sentences are correctly structured while more complex sentence structures have errors 6	Sentence structures are simple and repetitive Errors hinder communication at times 4	Sentence structure hinders communication throughout 2	__/10

COMPETENCY 3 Total: _____/100