DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

English Language Arts

PUBLIC SPEAKING SKILLS – OPTIONAL COURSE   ENG-5108-1

July 2025

Québec ⚜

Table of Contents

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 Areas of Learning • Career Planning and Entrepreneurship • Citizenship and Community Life • Health and Well-Being	**Program of Study** • English Language Arts
Subject Area • Languages	**Course** • Public Speaking Skills
Families of Learning Situations • Seeking and imparting information • Developing and supporting a stance	

Essential Elements Targeted by the Evaluation	
Subject-Specific Competencies 1. Uses language/talk to communicate and to learn 2. Reads and listens to written, spoken and media texts	**Categories of Knowledge** • Textual elements • Linguistic elements

Evaluation Criteria	
Evaluation Criteria for Competency 1 1.1 Effective communication of ideas 1.3 Appropriate use of language conventions **Evaluation Criteria for Competency 2** 2.1 Coherent construction of meaning from texts 2.2 Demonstration of understanding contextual connections 2.3 Thorough comprehension of structures and features of texts 2.4 Critical interpretation of texts	**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.
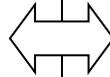
Explanation of the Evaluation Content

Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

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
- Communication of central message to situate audience and provoke interest
- Integration of relevant details to support development
- Organization of ideas, information and opinions
- Use of language devices
- Adjustment of language register to the speech's context and audience

1.3 Appropriate use of language conventions
- Use of verbal strategies to enhance oral communication
- Use of nonverbal strategies to enhance oral communication

2.1 Coherent construction of meaning from texts
- Construction of meaning from language devices

2.2 Demonstration of understanding contextual connections
- Establishment of a text-to-self or text-to-world connection

2.3 Thorough comprehension of structures and features of texts
- Comprehension of how features modify understanding or engagement

2.4 Critical interpretation of texts
- Assessment of impact
- Consideration of appeal

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 1, *Uses language/talk to communicate and to learn*: 60%
Competency 2, *Reads and listens to written, spoken and media texts*: 40%

The weighting of the evaluation criteria appears in the criterion-referenced rubrics 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-5108-1.

Specifications for the Evaluation Instruments

Examination: Number of Parts, Sections, Procedure and Duration

The examination consists of two parts and is administered in two separate examination sessions. The parts may be administered in any order. Extended delays of more than 5 working days between administering the two parts must be avoided whenever possible.

Part 1, Evaluation of Competency 2, *Reads and listens to written, spoken and media texts*
Duration: 120 minutes

Part 2, Evaluation of Competency 1, *Uses language/talk to communicate and to learn*
Duration: 3 minutes per adult learner

Examination Content

In Part 1 of the examination, the adult learner views and analyzes a speech. The analysis demonstrates the adult learner's ability to distinguish and expand upon elements of an effective speech. Speeches selected for viewing must be between 7 to 10 minutes. It is not mandatory for the adult learner to write their analysis in paragraph form.

In Part 2 of the examination, the adult learner writes and presents a 3-minute briefing, campaign or ceremonial speech. Their performance demonstrates their ability to use eye contact, oral communication features, visual media and language in a compelling, convincing and connected manner. The adult learner chooses whether to present to an audience of others presenting speeches or solely to the teacher.

Information-Gathering Tools

- Speech Analysis Table completed in the *Adult's Booklet*
- Briefing, Campaign or Ceremonial Speech

Authorized Materials

Part 1
- Audiovisual media player and headphones (provided by centre)
- Unilingual and/or bilingual English dictionary
- Thesaurus

Part 2
- *Preparation Booklet*
- Cue cards
- Props

Assessment Tools

The criterion-referenced rubrics are the assessment tools used by the teacher for the evaluation of the competencies. Criterion-referenced interpretation involves comparing the information gathered with the expected outcomes.[3] The rubrics are found in the appendix of this document as well as in the *Marking Guide,* the *Preparation Booklet* and the *Adult's Booklet*. They include the rating scale below.

Competency development:

> ➤ Advanced
> ➤ Thorough
> ➤ Acceptable
> ➤ Partial
> ➤ Minimal

Pass Mark

The pass mark is 60% for the examination as a whole. The adult learner must attempt both parts of the examination to receive a final mark.

Retakes

Retakes are permitted for either part or for the entire examination. An adult learner retaking Part 1 must be given a different version of the examination. The teacher may use their professional judgment to allow the adult learner to retake Part 2 using the same speech.

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3. Ibid., 28-29.

Appendix – Criterion-Referenced Rubrics

Adult General Education

EVALUATION

Criterion-Referenced Rubrics

_____
Adult learner's name

_____
Teacher's name

_____
Date

Diversified Basic Education Program
English Language Arts

Course
Public Speaking Skills
ENG-5108-1

Part 1, Competency 2: *Reads and listens to written, spoken and media texts* (40%)

- 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.

Evaluation Criteria	Indicator	Advanced	Thorough	Acceptable	Partial	Minimal	Mark
2.1 Coherent construction of meaning from texts	*Construction of meaning from language devices*	Precisely identifies and skillfully explains the meaning or impact of two language devices used 10	Accurately identifies and effectively explains the meaning or impact of two language devices used 8	Appropriately identifies and explains the meaning or impact of one language device used 6	Language device(s) is/are correctly identified Meaning or impact are insufficiently or tenuously developed 4	Language device(s) is/are correctly identified Meaning or impact is erroneous or missing 2	__/10
2.2 Demonstration of understanding contextual connections	*Establishment of a text-to-self or text-to-world connection*	Skillfully and precisely relates central points or message from the speech to a fitting personal or social context 5	Effectively relates central points or message from the speech to a fitting personal or social context 4	Coherently relates central points or message from the speech to a broad personal or social context 3	Appropriately identifies central points or message from the speech Relation to a personal or social context is insufficiently or tenuously developed 2	Relation of central points or message from the speech to a personal or social context is difficult to discern or improbable 1	__/5
2.3 Thorough comprehension of structures and features of texts	*Comprehension of how features modify understanding or engagement*	Skillfully describes how two specific instances of using body language impact understanding and engagement 5	Effectively describes how two specific instances of using body language impact understanding or engagement 4	Coherently describes how two uses of body language generally impact understanding or engagement 3	Identifies an example of using body language and tenuously describes its impact on understanding or engagement 2	Identifies one or two example(s) of using body language Descriptions of impact are erroneous or missing 1	__/5

	Comprehension of how features modify understanding or engagement	Skillfully describes how two specific oral communication techniques used impact understanding and engagement 5	Effectively describes how two specific oral communication techniques used impact understanding or engagement 4	Identifies two oral communication techniques used and coherently describes how one impacts understanding or engagement 3	Identifies an oral communication technique used and tenuously describes its impact on understanding or engagement 2	Identifies one or two oral communication technique(s) used Descriptions of oral communication techniques are erroneous or missing 1	__/5
2.4 Critical interpretation of texts	*Assessment of impact*	Skillfully and precisely evaluates the intent and impact of the opening remarks 5	Effectively evaluates the intent and impact of the opening remarks 4	Coherently identifies the intent and impact of the opening remarks 3	Tenuously identifies intent or impact of the opening remarks 2	Intent and impact are improbable 1	__/5
	Assessment of impact	Skillfully and precisely evaluates the intent and impact of the summarizing remarks 5	Effectively evaluates the intent and impact of the summarizing remarks 4	Coherently identifies the intent and impact of the summarizing remarks 3	Tenuously identifies intent or impact of the summarizing remarks 2	Intent and impact are improbable 1	__/5
	Consideration of appeal	Skillfully and precisely identifies and explains the appeal of two examples from the speech 5	Accurately identifies and effectively explains the appeal of two examples from the speech 4	Correctly identifies and broadly describes the appeal of two examples from the speech 3	Correctly identifies and explains or describes the appeal of one example from the speech 2	Correctly identifies type(s) of appeal from the speech Discussion of appeal is too brief, missing and/or erroneous 1	__/5

COMPETENCY 2 Total: _____**/40**

Part 2, Competency 1: *Uses language/talk to communicate and to learn* (60%)

- 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 mark of 6/60 for Competency 1 if the adult learner's speech is off-task.[4]

Evaluation Criteria / Indicator	Advanced	Thorough	Acceptable	Partial	Minimal	Mark
1.1 Effective communication of ideas — *Communication of central message to situate audience and provoke interest*	Skillfully states and rephrases central points, message or topic within the opening and summarizing remarks, provoking interest 5	Effectively states central points, message or topic within the opening and summarizing remarks, drawing attention to them/it 4	Coherently conveys central points, message or topic to the audience 3	Tenuously conveys central points, message or topic to the audience 2	Central points, message or topic are unclear to the audience 1	__/5
Integration of relevant details to support development	Skillfully integrates pertinent details throughout to enhance the topic's development 10	Effectively includes relevant details to support the topic's development 8	Coherently includes appropriate details for the topic 6	Details included are insufficient and/or tenuously related to the topic 4	Details are usually inappropriate and/or irrelevant to the topic 2	__/10
Organization of ideas, information and opinions	Skillfully organizes ideas, information and/or opinions, enhancing clarity and communication 10	Effectively organizes ideas, information and/or opinions, making it easy to follow and improving communication 8	Coherently organizes information, supporting communication 6	Tenuously organizes information, hindering communication at times 4	Ideas, information and/or opinions included are disorganized and confusing 2	__/10

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4. The speech is off-task in any of the following situations:
- it lacks a unifying topic, subject or message
- it is less than 1 minute 45 seconds in length

	Use of language devices	Skillfully uses three different language devices to enhance ideas, information or opinions

5 | Effectively uses three different language devices to support ideas, information or opinions

4 | Coherently uses two different language devices when presenting ideas, information or opinions

3 | Tenuously uses language devices when presenting ideas, information or opinions

2 | Use of language devices detracts from ideas, information or opinions

1 | __/5 |
| | *Adjustment of language register to the speech's context and audience* | Skillfully tailors language register to the audience in view of the speech type

5 | Consistently employs a language register suited to the speech type

4 | Language register is appropriate for the speech type

3 | Language register is inconsistent with the speech type

2 | Language register is inappropriate for the speech type

1 | __/5 |
| **1.3 Appropriate use of language conventions** | *Use of verbal strategies to enhance oral communication* | Speaks skillfully at engaging speeds and volumes throughout

5 | Speaks effectively at engaging speeds and volumes

Minor pacing issues do not impact communication

4 | Speaks clearly at understandable speed(s) and volume(s)

Pace may be inconsistent

3 | Speed and/or volume hinder(s) communication at times

2 | Speed and/or volume hinder(s) communication throughout

1 | __/5 |
| | | Purposefully and accurately pronounces and enunciates throughout

5 | Clearly communicates despite rare errors in pronunciation and/or enunciation

4 | Clearly communicates despite repeated errors in pronunciation and/or enunciation

3 | Pronunciation and/or enunciation errors hinder communication at times

2 | Pronunciation and/or enunciation errors hinder communication throughout

1 | __/5 |
| | | Purposefully and skillfully uses tone to enhance the delivery of the speech

5 | Effectively uses tone to benefit the delivery of the speech

4 | Coherently uses tone to support the delivery of the speech

3 | Inconsistently uses tone, detracting from the speech's delivery at times

2 | Tone is incongruous with the delivery and/or meaning of the speech

1 | __/5 |

	Use of nonverbal strategies to enhance oral communication	Skillfully adapts eye contact and facial expressions to emphasize content and enhance communication 5	Effectively uses eye contact and facial expressions at important moments to support communication 4	Makes intermittent eye contact Appropriately uses facial expressions 3	Makes intermittent eye contact Facial expressions are distracting and/or ill-suited at times 2	Eye contact is rarely made and/or facial expressions are distracting and/or incongruous throughout 1	__/5
		Skillfully integrates gestures, postures and/or props, adding appeal, emphasis and/or meaning throughout 5	Effectively uses gestures, postures and/or props, adding some appeal, emphasis and/or meaning 4	Appropriately uses gestures, postures and/or props 3	Gestures, postures and/or use of props are distracting and/or ill-suited at times 2	Gestures, postures and/or use of props are distracting and/or incongruous throughout 1	__/5

COMPETENCY 1 Total: _____/60