DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

English Language Arts

ENGLISH IN ADVERTISING AND MARKETING – OPTIONAL COURSE   ENG-5109-1

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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 • Environmental Awareness and Consumer Rights and Responsibilities **Subject Area** • Languages **Families of Learning Situations** • Seeking and imparting information • Developing and supporting a stance	**Program of Study** • English Language Arts **Course** • English in Advertising and Marketing
Essential Elements Targeted by the Evaluation	
Subject-Specific Competencies 1. Uses language/talk to communicate and to learn 3. Produces texts for personal and social purposes	**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 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.

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 product information to situate audience and provoke interest
- Integration of language devices to create appeal
- Inclusion of persuasive devices to enhance the advertisement
- Adjustment of language register to the audience and text

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

3.1 Effective organization of texts to communicate
- Adoption of a logical survey layout

3.2 Appropriate adaptation of language for audience and purpose
- Adaptation of the survey's tone and register to the audience and purpose

3.3 Appropriate use of structures, features, codes and conventions of texts
- Application of appropriate structures, features, codes and conventions when producing a survey

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 competencies 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 3, *Produces texts for personal and social purposes*: 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-5109-1.

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 1, *Uses language/talk to communicate and to learn*
Duration: 30 seconds per adult learner

Part 2, Evaluation of Competency 3, *Produces texts for personal and social purposes*
Duration: 120 minutes

Examination Content

In Part 1 of the examination, the adult learner is required to create and present a 30-second audio advertisement. Their advertisement uses persuasive techniques, language devices and communication devices to appeal to a target audience. Performing the advertisement obliges the adult learner to concisely and persuasively use language for marketing purposes.

> ➢ The advertisement must be presented live in the presence of the designated evaluating teacher. The adult learner may choose to present their advertisement to an audience, where possible.

In Part 2 of the examination, the adult learner is required to produce a marketing research survey using the information provided. The adult learner plans, organizes and produces documents for marketing purposes.

Information-Gathering Tools

- Advertisement
- Production of a marketing research survey

Authorized Materials

Part 1
- *Preparation Booklet*

Part 2
- Geometry kit
- Unilingual and/or bilingual English dictionary
- Thesaurus

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. The teacher may use their professional judgment to allow the adult learner to retake Part 1 using the same advertisement. An adult learner retaking Part 2 must be given a different version of the examination.

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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
English in Advertising and Marketing
ENG-5109-1

Part 1, 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 production is off-task.[4]

Evaluation Criteria	Rating Scale / Indicator	Advanced	Thorough	Acceptable	Partial	Minimal	Mark
1.1 Effective communication of ideas	*Communication of product information to situate audience and provoke interest*	Skillfully integrates product name, purpose, features and value to create awareness and provoke interest 10	Creates product awareness and interest using multiple product details 8	Mentions the product name and important features, creating awareness 6	References to product are vague and/or tenuous 4	References to product are erroneous 2	__/10
	Integration of language devices to create appeal	Skillfully integrates language devices to develop the ad, enhancing emotional, intellectual, aesthetic and ethical appeal 10	Effectively includes language devices to support the ad, creating emotional, intellectual and aesthetic appeal 8	Coherently uses language devices, creating some appeal 6	Tenuously uses language devices, limiting appeal 4	Language devices used do not support the ad and/or fail to create appropriate appeal 2	__/10
	Inclusion of persuasive devices to enhance the advertisement	Skillfully integrates three different persuasive devices to enhance the concept and content of the ad 10	Effectively uses persuasive devices to support the concept of the ad 8	Coherently uses persuasive device(s) within the ad 6	Tenuously uses persuasive devices in relation to the content of the ad 4	Persuasive devices used do not support the ad 2	__/10

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4. The advertisement (ad) is off-task in any of the following situations:
- it does not market a specific product
- it is not 25 to 35 seconds in length

	Adjustment of language register to the audience and text	Skillfully tailors language register to the audience and the concept of the ad 10	Consistently uses a language register suited to the audience and the concept of the ad 8	Language register is appropriate for the audience 6	Language register is inconsistent, detracting from the ad's efficacy at times 4	Language register is inappropriate throughout 2	__/10
1.3 Appropriate use of language conventions	*Use verbal of strategies to enhance oral communication*	Speaks skillfully at engaging speeds and volumes throughout 10	Speaks effectively at suitable speeds and volumes Minor pacing issues do not impact communication 8	Speaks clearly at understandable speed(s) and volume(s) Pace may be inconsistent 6	Speed and/or volume hinder(s) communication at times 4	Speed and/or volume hinder(s) communication throughout 2	__/10
		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
		Skillfully uses tone to enhance the concept of the ad 5	Effectively uses tone to support the concept of the ad 4	Tone is appropriate for the concept of the ad 3	Tone is inconsistent, detracting from the concept of the ad at times 2	Tone is incongruous with the concept of the ad 1	__/5

COMPETENCY 1 Total: _____/60

Part 2, Competency 3: *Produces texts for personal and social purposes* (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.
- Assign a mark of 4/40 for Competency 3 if the adult learner's production is off-task.[5]

Evaluation Criteria	Rating Scale / Indicator	Advanced	Thorough	Acceptable	Partial	Minimal	Mark
3.1 Effective organization of texts to communicate	*Adoption of a logical survey layout*	Intuitive layout of question and response spaces 5	Evident layout of question and response spaces 4	Appropriate layout of question and response spaces 3	Inconsistent layout of question and response spaces 2	Disorganized layout makes responding difficult 1	__/5
3.2 Appropriate adaptation of language for audience and purpose	*Adaptation of the survey's tone and register to the audience and purpose*	Adopts a polite register which is easily understood The tone is formal and neutral 5	Adopts a register which is understood and appropriate The tone is neutral 4	Adopts a register which is usually understood and appropriate The tone does not bias the survey 3	Adopts an inappropriate register at times and/or the tone sometimes biases the survey 2	Adopts an inappropriate register overall and/or the tone biases the survey throughout 1	__/5
3.3 Appropriate use of structures, features, codes and conventions of text	*Application of appropriate structures, features, codes and conventions when producing a survey*	Skillfully uses three fitting question types Clearly and precisely explains how to respond to all question types 10	Uses three question types effectively Clearly explains how to respond to some question types 8	Uses two question types effectively Adequately explains how to respond to some question types 6	Uses two question types effectively Tenuously explains how to respond to question types 4	Uses one question type effectively Explanations of how to respond to question types are confusing, missing or erroneous 2	__/10

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5. The production is off-task if it:
- has fewer than 6 questions
- is not in survey format
- has only one question-type
- is not related to the product, its audience and its market

		Order of all questions in survey flows logically	Order of most questions in survey is logical	Order of questions in survey is not always logical but should not bias responses	Order of questions in survey causes some confusion, may bias a few responses	Order of questions in survey is illogical and confusing, may bias many responses	__/5
		5	4	3	2	1	
3.4 Correct application of language conventions (usage and mechanics)	*Use of standard English spelling*	Accurate and consistent spelling throughout	Accurate spelling throughout	Multiple spelling mistakes do not hinder communication	Multiple spelling mistakes hinder communication at times	Multiple spelling mistakes hinder communication throughout	__/5
		5	4	3	2	1	
	Use of standard English grammar	Accurate and consistent punctuation and capitalization throughout	Rare punctuation and/or capitalization mistakes do not hinder communication	Multiple punctuation and/or capitalization mistakes do not hinder communication	Multiple punctuation and/or capitalization mistakes hinder communication at times	Punctuation and/or capitalization mistakes hinder communication throughout	__/5
		5	4	3	2	1	
		Accurate and concise grammar throughout	Rare grammar mistakes do not hinder communication	Multiple grammar mistakes do not hinder communication	Multiple grammar mistakes hinder communication at times	Improper grammar hinders communication throughout	__/5
		5	4	3	2	1	

COMPETENCY 3 Total: _____/40