

DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

English Language Arts

ENGLISH IN POEMS AND SONGS – COURSE 1

ENG-4101-1

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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, de l'Enseignement supérieur et de la Recherche (MEESR) 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

In addition, 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 (contained in the evaluation instruments) may be used for this purpose.

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	
<p>Broad Area of Learning³</p> <ul style="list-style-type: none"> • Media Literacy <p>Subject Area</p> <ul style="list-style-type: none"> • Languages <p>Family of Situations</p> <ul style="list-style-type: none"> • Exploring and creating literary diversity 	<p>Program of Study</p> <ul style="list-style-type: none"> • English Language Arts <p>Course</p> <ul style="list-style-type: none"> • English in Poems and Songs
Essential Elements Targeted by the Evaluation	
<p>Subject-Specific Competencies</p> <ol style="list-style-type: none"> 1. Uses language/talk to communicate and to learn 2. Reads and listens to written, spoken and media texts 	<p>Categories of Knowledge</p> <ul style="list-style-type: none"> • Textual Elements • Linguistic Elements
Evaluation Criteria	
<p>Evaluation Criteria for Competency 1</p> <ol style="list-style-type: none"> 1.1. Effective communication of ideas 1.3. Appropriate use of language conventions <p>Evaluation Criteria for Competency 2</p> <ol style="list-style-type: none"> 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 	<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 competencies.</p>

³ The broad area of learning is stated exactly as in the course. However, the person who designs the evaluation instrument may choose other broad areas of learning.

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	<ul style="list-style-type: none"> • Communication of personal opinions, reactions, emotions, perceptions and experiences
1.3 Appropriate use of language conventions	<ul style="list-style-type: none"> • Use of various oral communication features appropriate to the text • Projection of a clear and audible voice • Use of appropriate body language to maintain interest
2.1 Coherent construction of meaning from texts	<ul style="list-style-type: none"> • Assessment of literary elements in the text(s) • Justification of the interpretation of text(s) with supporting evidence from the text(s)
2.2 Demonstration of understanding contextual connections	<ul style="list-style-type: none"> • Establishment of a text-to-world connection
2.3 Thorough comprehension of structures and features of texts	<ul style="list-style-type: none"> • Explanation of the effect of language devices
2.4 Critical interpretation of texts	<ul style="list-style-type: none"> • Examination of the effects of tone • Examination of the language in the text(s) • Consideration of the overall value and impact of the text(s)

Proficiency in Subject-Specific Knowledge

Proficiency in subject-specific knowledge is assessed through the evaluation of 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.

However, in Secondary IV, there is some deviation from this framework based on the focus of the expected learning in each course.

Competency 1, *Uses language/talk to communicate and to learn*: 30%

Competency 2, *Reads and listens to written, spoken and media texts*: 70%

The weighting of the evaluation criteria appears in the assessment tools provided in the *Correction and Evaluation Guide*. Adult learners must be made aware of the evaluation criteria used to evaluate them and the corresponding weighting of each criterion, as set out in the criterion-referenced rubric.

Knowledge

The following list represents the knowledge selected from the course and targeted for the evaluation of the competencies. The evaluation instrument must require the mobilization of knowledge from the following list:

- Textual Elements
 - ✓ audience and communication context
 - ✓ coherence and cohesion
 - ✓ emotional/aesthetic/intellectual appeal of text
 - ✓ literary elements such as narrative point of view, setting, symbols and theme
 - ✓ main theme and its development
 - ✓ social function(s) of text
- Linguistic Elements
 - ✓ body language (gestures/movements/facial expressions/eye contact)
 - ✓ language (connotative, aesthetic, figurative, colloquial)
 - ✓ language devices (any applicable language devices)
 - ✓ language tone and register (style/level of language suitable to the context)
 - ✓ oral communication features (voice tone, speed, volume, emphasis, enunciation, pronunciation)

Specifications for the Evaluation Instruments

Examination: Number of Parts, Sections, Procedure and Duration

The examination consists of two parts.
Total duration: 165 minutes

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: 45 minutes (40 minutes to prepare, 2 minutes to deliver the text, and 3 minutes for the personal oral response)

The two parts must be administered during different examination sessions. Part 1 must be administered before Part 2.

Examination Content

The evaluation situation consists of two tasks. The first task is designed to demonstrate the adult learner's ability to understand, analyze and interpret given texts that are best for either publication or for display at a school or place of work. The second task requires an oral presentation of one or more texts, including a personal response.

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

This part satisfies the analytical and interpretive requirements of the course. The adult learner provides short-answer responses to questions about poems and/or songs. This part reflects the adult learner's ability to interpret, analyze and appreciate poems and songs and their effect while demonstrating an awareness of the unique qualities inherent in these types of texts (between 50 and 75 words for each response).

Part 2: Evaluation of Competency 1, *Uses language/talk to communicate and to learn*

This part satisfies the oral requirement for the course and demonstrates the adult learner's ability to transform one or more written texts into a captivating and convincing oral delivery. The adult learner selects one or more texts from those provided and prepares for the delivery of the chosen poem(s) or song(s). In addition, the adult learner delivers a personal response to the text(s) chosen by answering the guiding question. The presentation (delivery of the text and personal response) is done individually with the teacher only.

Information-Gathering Tools

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

- Question and short-answer format

Part 2: Evaluation of the Competency 1, *Uses language/talk to communicate and to learn*

- Oral presentation of text(s)

Authorized Materials

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

- *Resource Booklet*
- English dictionary*
- Thesaurus*

*Paper format only.

Part 2: Evaluation of Competency 1, *Uses language/talk to communicate and to learn*

- *Resource Booklet*

Assessment Tools

The assessment tool for the evaluation of Part 1 and Part 2 is the criterion-referenced rubric (one for each competency). Criterion-referenced interpretation involves comparing the information gathered with the expected outcomes.⁴ The criterion-referenced rubrics are appended to the *Correction and Evaluation Guide* and include the following rating scale:

- Excellent
- Very good
- Good
- Weak
- Very weak

To facilitate the evaluation process, an oral assessment grid has been added to the *Correction and Evaluation Guide*.

Pass Mark

The pass mark is 60% for the examination as a whole.

Retakes

The adult learner may retake Part 1 or Part 2, or may retake the entire examination.

⁴ Québec, Ministère de l'Éducation, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 28-29.

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