DEFINITION OF THE EVALUATION DOMAIN
FOR CERTIFICATION AND RECOGNITION

Course
Enjoyment and Entertainment I
ENG-1102-2

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 examinations be in agreement with the DED.

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[1] Québec, Ministère de l'Éducation du Québec, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 47.

Evaluation Content

General Information	
Broad Areas of Learning • Citizenship • Health and Well-Being **Subject Area** • Languages **Class of Situations** • Using language to explore Québec and Canadian cultural expression	**Program** • English, Language of Instruction **Course** • Enjoyment and Entertainment I ENG-1102-2

Essential Elements Targeted by the Evaluation	
Competency • To deal with a real-life situation pertaining to the class of situations targeted by the course.	**Categories of Knowledge** • Types of discourse (informative, expressive and aesthetic) • Discourse cues and features • The writing system • Literary elements • Language functions • Sociolinguistic features • Grammar and syntax

Evaluation Criteria and Weighting	
Evaluation Criteria for the Competency Interacts effectively using a limited range of oral texts (20 %) Understands a limited range of oral texts effectively (30 %) Reads a limited range of texts effectively (25 %) Writes a limited range of texts effectively (25 %)	**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 competency.

Explanation of the Evaluation Content

Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

Information Clarifying the Evaluation Criteria

Interacts effectively using a limited range of oral texts

The above criterion assesses the adult's ability to:

- use language functions to communicate;
- sustain conversation by responding effectively to the other speaker(s);
- adapt language to audience, situation and purpose;
- use discourse features appropriate to the communication situation;
- share responses to aesthetic discourse;
- apply rules of grammar and syntax to create and interpret meaning.

Understands a limited range of oral texts effectively

The above criterion assesses the adult's ability to:

- demonstrate understanding of main idea(s) in an oral text;
- demonstrate understanding of supporting details in an oral text;
- recognize opinions and biases in an oral text;
- distinguish between informative, persuasive and figurative language;
- use criteria to assess the quality of the oral discourse;
- respond to aesthetic discourse.

Reads a limited range of texts effectively

The above criterion assesses the adult's ability to:

- demonstrate understanding of main idea(s) in a written text;
- demonstrate understanding of supporting details in a written text;
- recognize opinions and biases in a written text;
- distinguish between informative, persuasive and figurative language;
- use criteria to assess the quality of the written text;
- respond to an aesthetic text.

Writes a limited range of texts effectively

The above criterion assesses the adult's ability to:

- provide clear and relevant information appropriate to the situation;
- use discourse features appropriate to purpose and text type;
- adapt language to audience, situation and purpose;
- express responses to aesthetic discourse;
- apply rules of grammar and syntax;
- use correct spelling and punctuation.

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 previous courses, and is chosen according to the real-life situation used for evaluation:

- **Types of discourse**
  - ✓ Informative, for example:
    - o conversations
    - o discussions
    - o interviews
    - o opinions
    - o opinion texts
    - o reviews
    - o commentaries
    - o articles
    - o biographies
    - o talk shows
  - ✓ Expressive, for example:
    - o personal accounts
    - o blogs
    - o letters
  - ✓ Aesthetic, for example:
    - o stories
    - o fables/legends/myths
    - o films
    - o short plays
    - o poems
    - o lyrics

- **Discourse cues and features,** for example:
  - ✓ Titles, headings, subheadings
  - ✓ Introduction, body, conclusion
  - ✓ Key words and phrases
    - o transitional expressions for sequence
    - o addition
    - o comparison and contrast
    - o cause and effect
    - o example/illustration
  - ✓ Main ideas and supporting details
  - ✓ Verbal features (e.g. stress, pauses, intonation, volume, tone)
  - ✓ Non-verbal features (e.g. gestures, sound effects)

- **Literary elements (cues and features specific to aesthetic texts),** for example:
  - ✓ Structure
    - o plot
    - o character
    - o setting
    - o conflict
    - o chronological order
    - o flashback
    - o varied sequence
  - ✓ Devices
    - o point of view
    - o similes
    - o metaphors
    - o personification
    - o alliteration
    - o imagery

- **The writing system**
  - Spelling
    - o homonyms and look-alikes
    - o troublesome plurals
  - Punctuation
    - ✓ Capitalization
    - ✓ End punctuation
    - ✓ Internal punctuation
      - o commas
      - o colons
      - o semi-colons
      - o quotation marks
- **Language functions,** for example:
  - Informative
    - ✓ Asking for and giving information
    - ✓ Exchanging information
    - ✓ Discussing interpretations
    - ✓ Expressing and justifying opinions
    - ✓ Evaluating oral and written texts

- Expressive
  - ✓ Expressing agreement, disagreement
  - ✓ Expressing thoughts and feelings
  - ✓ Expressing likes, dislikes, preferences
  - ✓ Expressing pleasure, displeasure
  - ✓ Sharing points of view
- Aesthetic
  - ✓ Expressing appreciation
  - ✓ Sharing responses

- **Sociolinguistic features**
  - ✓ Appropriateness to situation
    - o informal
    - o formal
  - ✓ Appropriateness to audience
    - o distance between speakers
    - o characteristics of speakers

- **Grammar and syntax**
  - Word level
    - ✓ Morphology
      - o prefixes and suffixes
    - ✓ Vocabulary
      - o synonyms and antonyms
    - ✓ Word classes
      - o nouns
        - ❖ gerunds, infinitives
      - o pronouns
        - ❖ relative pronouns
      - o verbs
        - ❖ perfect tenses
        - ❖ modals
        - ❖ conditionals
        - ❖ active/passive
        - ❖ phrasal verbs
      - o adjectives
        - ❖ participial
        - ❖ adjectival phrases and clauses
      - o adverbs
        - ❖ adverbial phrases and clauses
      - o conjunctions
        - ❖ coordinating
        - ❖ subordinating
      - o articles
        - ❖ special usage
      - o prepositions
        - ❖ with adjectives
        - ❖ with nouns

- Sentence level
  - ✓ Grammatical agreement
    - o subject/verb
    - o noun/pronoun
    - o tense
    - o person
  - ✓ Sentence structure
    - o compound sentence (coordination)
      - ❖ coordinating conjunctions
    - o complex sentence (subordination)
      - ❖ relative clauses
      - ❖ noun clauses
      - ❖ adverbial clauses
      - ❖ conditional clauses
      - ❖ subordinating conjunctions
    - o compound-complex sentence
- Paragraph level
  - ✓ Consistency
    - o person
    - o tense
    - o number
  - ✓ Coherence
    - o cause and effect
    - o comparison and contrast
    - o addition
    - o example/illustration
  - ✓ Rhetorical elements
    - o formal vs. informal language
    - o active vs. passive voice
    - o persuasive language (word choice, emotional appeal)
  - ✓ Style
    - o accuracy of information
    - o clarity of expression

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 185 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*: 3 to 5 minutes

Section – *Listening to informative and aesthetic texts*: 30 minutes

Section – *Reading informative and aesthetic texts*: 60 minutes

Section – *Writing informative and expressive texts*: 90 minutes

Examination Content

The examination focuses on a real-life situation that explores Québec and Canadian cultural expressions (e.g. films, theatre, concerts, museums, festivals, traditional dance). The adult learner will be required to interact orally, listen to and read informative and/or aesthetic texts, and write informative and/or expressive texts. The task or tasks related to the real-life situation may measure more than one evaluation criterion whenever possible.

Section – *Interacting orally*

Prior to the interaction, the adult learner prepares notes to use as a reference. The adult learner interacts with another speaker and may ask for and share information, views and responses, discuss interpretations, express and justify opinions, and/or show appreciation.

Section – *Listening to informative and aesthetic texts*

The adult learner listens to an informative text (e.g. entertainment review, radio commentary, interview) or an aesthetic text (e.g. short play, radio drama, poem, lyrics). The listening session may be prior to the exam. When working with an informative text the adult may complete a questionnaire and/or other documents relevant to the task to show understanding of the text genre, the main idea, and the supporting details. The adult learner should also differentiate between informative and persuasive language, identify examples of facts, opinions and biases and evaluate the reliability and credibility of the text. When working with an aesthetic text the adult may complete a questionnaire and/or other documents relevant to the task to show understanding of the text genre, figurative language and literary elements, and to response to the oral text.

Section – *Reading informative and aesthetic texts*

The adult learner reads an informative text (e.g. review, short biography, magazine article) and/or aesthetic text (e.g. story, poem, play). When working with an informative text the adult may complete a questionnaire and/or other documents relevant to the task to show understanding of the text genre, the main idea, and the supporting details. The adult learner will also identify persuasive devices in the text and evaluate the reliability and credibility of the text. When working with an aesthetic text the adult may complete a questionnaire and/or other documents relevant to the task in order to evaluate the aesthetic quality of the text and, to show understanding of the inferences and literal devices used in the written text.

Section – *Writing informative and expressive texts*

The adult learner produces an informative text (e.g. short review) or expressive text (e.g. letter of appreciation, blog entry), approximately 275 words in length. This section of the examination evaluates the learner's ability to organize information coherently, to state thoughts and feelings, to express responses to aesthetic texts, and to adapt language to audience and purpose.

Information-Gathering Tools

Section – *Interacting orally*
- Observation Sheet (Teacher's Copy)

Section – *Listening to informative and aesthetic texts*
- Questionnaires, forms or other documents relevant to the task

Section – *Reading informative and aesthetic texts*
- Questionnaires, forms or other documents relevant to the task

Section – *Writing informative and expressive texts*
- Written production

Authorized Materials

All Sections

- English-English Dictionary – paper version
- Thesaurus – paper version
- Resource Booklet (if applicable/necessary)

Section - *Interacting orally*

- Notes (the adult learner may refer to personal notes prepared for the oral interaction)

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.