



**DEFINITION OF THE EVALUATION DOMAIN
FOR CERTIFICATION AND RECOGNITION**

Course

Enjoyment and Entertainment II

ENG-2101-2

Common Core Basic Education Program

English, Language of Instruction

December 2012

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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 the 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.

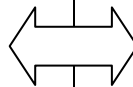
¹Québec, Ministère de l'Éducation du Québec, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 47.

Evaluation Content

| General Information | |
|--|---|
| <p>Broad Areas of Learning</p> <ul style="list-style-type: none"> • Health and Well-Being <p>Subject Area</p> <ul style="list-style-type: none"> • Languages <p>Class of Situations</p> <ul style="list-style-type: none"> • Exploring and appreciating the creative potential of language | <p>Program</p> <ul style="list-style-type: none"> • English, Language of Instruction <p>Course</p> <ul style="list-style-type: none"> • Enjoyment and Entertainment II ENG-2101-2 |

| Essential Elements Targeted by the Evaluation | |
|---|--|
| <p>Competency</p> <ul style="list-style-type: none"> • To deal with a real-life situation pertaining to the class of situations targeted by the course. | <p>Categories of Knowledge</p> <ul style="list-style-type: none"> • Types of discourse (informative, expressive and aesthetic) • Discourse cues and features • The sound system • The writing system • Literary elements • Language functions • Sociolinguistic features • Grammar and syntax |

| Evaluation Criteria and Weighting | |
|--|---|
| <p>Evaluation criteria for the Competency</p> <p>Interacts effectively in a moderate range of familiar and unfamiliar situations using a variety of oral texts (20 %)</p> <p>Understands a variety of oral texts in a moderate range of familiar and unfamiliar situations effectively (25 %)</p> <p>Reads a variety of texts effectively (30 %)</p> <p>Writes a moderate range of texts effectively for a variety of purposes (25 %)</p> | <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 competency.</p> |



Explanation of the Evaluation Content

Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

Information Clarifying the Evaluation Criteria

Interacts effectively in a moderate range of familiar and unfamiliar situations using a variety 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 variety of oral texts in a moderate range of familiar and unfamiliar situations 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;
- respond to aesthetic discourse;
- interpret the discourse beyond its literal meaning;
- use criteria to assess the quality of the oral text.

Reads a variety 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;
- respond to an aesthetic text;
- interpret the text beyond its literal meaning;
- recognize thoughts and feelings;
- use criteria to assess the quality of the written text.

Writes a moderate range of texts effectively for a variety of purposes

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 texts;
- 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. The knowledge is chosen according to the real-life situation used for evaluation:

- **Types of discourse**
 - ✓ Informative, for example:
 - conversations
 - discussions
 - interviews
 - reviews
 - articles
 - e-mails
 - notes
 - ✓ Expressive, for example:
 - personal accounts
 - blogs
 - letters
 - ✓ Aesthetic, for example:
 - stories
 - fables/legends/myths
 - films
 - jokes
 - anecdotes
 - skits
 - short plays
 - poems
 - lyrics
 - television sitcoms or dramas
 - comedy shows

- **Discourse cues and features**, for example:
 - ✓ Titles, headings, subheadings
 - ✓ Introduction, body, conclusion
 - ✓ Key words and phrases
 - transitional expressions for sequence
 - addition
 - comparison and contrast
 - cause and effect
 - 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
 - plot
 - character
 - setting
 - conflict
 - chronological order
 - flashback
 - varied sequence
 - ✓ Devices
 - similes
 - metaphors
 - personification
 - alliteration
 - imagery
 - rhythm
 - rhyme
 - foreshadowing
 - camera work

- **The writing system**
 - Spelling
 - homonyms and look-alikes
 - troublesome plurals
 - Punctuation
 - ✓ Capitalization
 - ✓ End punctuation
 - ✓ Internal punctuation
 - commas
 - colons
 - semi-colons
 - quotation marks

- **Language functions**, for example:
 - Informative
 - ✓ Sharing information
 - ✓ Discussing interpretations
 - ✓ Narrating/recounting stories
 - ✓ Describing places and events
 - ✓ 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
 - ✓ Expressing enjoyment
 - ✓ Entertaining others
 - ✓ Sharing responses
 - ✓ Expressing oneself

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

- **Grammar and syntax**
 - Word level
 - ✓ Morphology
 - prefixes and suffixes
 - ✓ Vocabulary
 - synonyms and antonyms
 - ✓ Word classes
 - nouns
 - ❖ gerunds, infinitives
 - pronouns
 - ❖ relative pronouns
 - verbs
 - ❖ perfect tenses
 - ❖ modals
 - ❖ conditionals
 - ❖ active/passive
 - ❖ phrasal verbs

- adjectives
 - ❖ participial
 - ❖ adjectival phrases and clauses
- adverbs
 - ❖ adverbial phrases and clauses
- conjunctions
 - ❖ coordinating
 - ❖ subordinating
- articles
 - ❖ special usage
- prepositions
 - ❖ with adjectives
 - ❖ with nouns
- Sentence level
 - ✓ Grammatical agreement
 - subject/verb
 - noun/pronoun
 - tense
 - person
 - ✓ Sentence structure
 - compound sentence (coordination)
 - ❖ coordinating conjunctions
 - complex sentence (subordination)
 - ❖ relative clauses
 - ❖ noun clauses
 - ❖ adverbial clauses
 - ❖ conditional clauses
 - ❖ subordinating conjunctions
 - compound-complex sentence
- Paragraph level
 - ✓ Consistency
 - person
 - tense
 - number
 - ✓ Coherence
 - cause and effect
 - comparison and contrast
 - addition
 - example/illustration
 - ✓ Rhetorical elements
 - formal vs. informal language
 - persuasive language (word choice, emotional appeal)
 - ✓ Style
 - 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 evaluation 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, expressive and aesthetic texts*: 60 minutes

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

Examination Content

The examination focuses on a real-life situation in which the creative potential of language is explored (e.g. book or poetry readings, community theatre group, storytelling event). The adult learner is required to interact orally and to listen to, read and write texts that may be informative, expressive and/or aesthetic. 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 recount stories, describe events, act in a skit, share views and responses, and/or discuss interpretations.

Section – *Listening to informative and aesthetic texts*

The adult learner listens to an informative text (e.g. interviews, discussions) or to an aesthetic text (e.g. legends, play, poem, film, television sitcom). 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 in order to evaluate the quality of the interpretations, the accuracy of the information and the clarity of expression. When working with an aesthetic text the adult may complete a questionnaire and/or other documents relevant to the task to interpret the text beyond its literal meaning, to evaluate the use of literary devices and to judge the appeal and value of the oral text.

Section – *Reading informative, expressive and aesthetic texts*

The adult learner reads an informative text (e.g. article, review) and/or an expressive text (e.g. letter, blog) and/or an aesthetic text (e.g. story, poem, play). The adult may complete a questionnaire and/or other documents relevant to the task in order to assess the quality of the written text. When working with an informative text the adult may be asked to identify the main idea and supporting details. For an expressive text, the adult learner should be able to discern the thoughts and feelings driving the work. When dealing with an aesthetic text, the adult learner should be able to demonstrate appreciation of literary qualities and be able to discern metaphorical as well as literal meanings.

Section – *Writing expressive and aesthetic texts*

The adult learner produces an expressive text (e.g. a letter, email, journal entry) or an aesthetic text (e.g. a poem, short story, skit), approximately 300 words in length. This section of the examination evaluates the learner's ability to adapt language to audience, situation and purpose and to provide clear and relevant information. When writing an aesthetic text the adult learner should experiment with literary elements. The adult learner may also be asked to response to aesthetic texts.

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, expressive and aesthetic texts*

- Questionnaires, forms or other documents relevant to the task

Section – *Writing expressive and aesthetic 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.