



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

**Course**  
***Rights and Responsibilities***  
**ENG-2102-4**

**Common Core Basic Education Program**  
***English, Language of Instruction***

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## TABLE OF CONTENTS

<b>Introduction</b> .....	p. 1
<b>Evaluation Content</b> .....	p. 2
<b>Explanation of the Evaluation Content</b> .....	p. 3
Evaluation Criteria .....	p. 3
Proficiency in Subject-Specific Knowledge .....	p. 4
Weighting .....	p. 4
Knowledge .....	p. 4
<b>Specifications for the Evaluation Instruments</b> .....	p. 7
Examination: Number of Parts, Sections, Procedure and Duration .....	p. 7
Examination Content .....	p. 7
Information-Gathering Tools .....	p. 8
Authorized Materials .....	p. 8
Assessment Tools .....	p. 8
Pass Mark .....	p. 8
Retakes .....	p. 8

## 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.<sup>1</sup> 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.

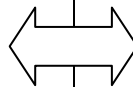
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<sup>1</sup> Québec, Ministère de l'Éducation du Québec, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 47.

## Evaluation Content

<b>General Information</b>	
<p><b>Broad Areas of Learning</b></p> <ul style="list-style-type: none"> <li>• Citizenship</li> <li>• Health and Well-Being</li> <li>• World of Work</li> </ul> <p><b>Subject Area</b></p> <ul style="list-style-type: none"> <li>• Languages</li> </ul> <p><b>Class of Situations</b></p> <ul style="list-style-type: none"> <li>• Using language in exercising rights and responsibilities</li> </ul>	<p><b>Program</b></p> <ul style="list-style-type: none"> <li>• English, Language of Instruction</li> </ul> <p><b>Course</b></p> <ul style="list-style-type: none"> <li>• Right and Responsibilities ENG-2102-4</li> </ul>
<b>Essential Elements Targeted by the Evaluation</b>	
<p><b>Competency</b></p> <ul style="list-style-type: none"> <li>• To deal with a real-life situation pertaining to the class of situations targeted by the course.</li> </ul>	<p><b>Categories of Knowledge</b></p> <ul style="list-style-type: none"> <li>• Types of discourse (informative)</li> <li>• Discourse cues and features</li> <li>• The writing system</li> <li>• Language functions</li> <li>• Sociolinguistic features</li> <li>• Grammar and syntax</li> </ul>

<b>Evaluation Criteria and Weighting</b>	
<p><b>Evaluation criteria for the Competency</b></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 and 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><b>Proficiency in Subject-Specific Knowledge</b></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;
- apply rules of grammar and syntax to create and interpret meaning.

#### Understands a variety of oral texts and 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;
- recognize opinions and biases in an oral text;
- distinguish between informative and persuasive language;
- interpret information in an oral text;
- use criteria to assess the quality of an 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;
- recognize opinions and biases in a written text;
- distinguish between informative and persuasive language;
- interpret information in a written text;
- use criteria to assess the quality of a 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;
- 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 real-life situation used for the evaluation:

- **Types of discourse**
  - ✓ Informative, for example:
    - conversations
    - discussions
    - interviews
    - debates
    - speeches
    - opinion texts
    - reports
    - brochures
    - pamphlets
    - letters
    - contracts
    - web sites
    - forms
  
- **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)

- **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
    - ✓ Asking for and giving information
    - ✓ Exchanging information
    - ✓ Sharing points of view
    - ✓ Debating
    - ✓ Expressing and justifying opinions
    - ✓ Reporting
    - ✓ Persuading
  - Expressive
    - ✓ Expressing concerns
    - ✓ Expressing agreement, disagreement
    - ✓ Expressing approval, disapproval
    - ✓ Expressing thoughts and feelings
  
- **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
  - ❖ adjective 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
    - active vs. passive voice
    - persuasive language (word choice, emotional appeal)
  - ✓ Style
    - accuracy of information
    - 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 texts*: 30 minutes

Section – *Reading informative texts*: 60 minutes

Section – *Writing informative texts*: 90 minutes

### Examination Content

The examination focuses on a real-life situation related to exercising rights and responsibilities (e.g. legal issues, voting, discrimination, tenant or landlord obligations, insurance matters). The adult learner will be required to interact orally and listen to, read and write informative 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 request or give information, express needs, present concerns and points of view and/or debate issues.

Section – *Listening to informative texts*

The adult learner listens to an informative text (e.g. a debate, public announcement, information session). The listening session may be prior to the exam. The adult may complete a questionnaire and/or other documents relevant to the task to show his/her understanding of the main idea(s) and supporting details, to differentiate between informative and persuasive language, and to identify examples of opinions and biases.

Section – *Reading informative texts*

The adult learner reads an informative text (e.g. a government website, brochure, contract, consumer/credit report, etc.). The adult may complete a questionnaire and/or other documents relevant to the task to demonstrate his/her understanding of the main idea and supporting evidence and inferences in the text. The adult learner may also evaluate the credibility and pertinence of the text and respond to what he/she has read.

Section – *Writing informative texts*

The adult learner produces an informative text (e.g. a report, opinion piece, formal letter of complaint or inquiry), approximately 350 words in length. This section of the examination evaluates the learner's ability to provide clear and pertinent information, to express his/her needs, views and concerns, and to state and justify his/her opinions. The adult learner must use appropriate writing techniques adapted to the audience and purpose.

## Information-Gathering Tools

### Section – *Interacting orally*

- Observation Sheet (Teacher's Copy)

### Section – *Listening to informative texts*

- Questionnaires, forms or other documents relevant to the task

### Section – *Reading informative texts*

- Questionnaires, forms or other documents relevant to the task

### Section – *Writing informative 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.