



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

Course

Discovering the World of Print

ENG-B121-4

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 versions of 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 • Citizenship • Environmental and Consumer Awareness • The World of Work <p>Subject Area</p> <ul style="list-style-type: none"> • Languages <p>Class of Situations</p> <ul style="list-style-type: none"> • Becoming acquainted with written language in the immediate environment 	<p>Program</p> <ul style="list-style-type: none"> • English, Language of Instruction <p>Course</p> <ul style="list-style-type: none"> • Discovering the World of Print ENG-B121-4
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) • Discourse cues and features • The writing system • Language functions • Vocabulary pertaining to the immediate environment
Evaluation Criteria and Weighting	
<p>Evaluation Criteria for the Competency</p> <p>Reads frequently encountered or highly predictable texts at a basic functional level (50 %)</p> <p>Writes short, routine, formulaic texts at a basic functional level (50 %)</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

Reads frequently encountered or highly predictable texts at a basic functional level

The above criterion assesses the adult's ability to:

- recognize basic symbols and signs in a written text;
- recognize basic, common high-frequency sight words in a written text.

Writes short, routine, formulaic texts at a basic functional level

The above criterion assesses the adult's ability to:

- use basic signs and symbols to encode meaning;
- use basic elements of the writing system.

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 from previous courses. The knowledge is chosen according to the real-life situation used for evaluation:

- **Types of discourse**
 - ✓ Informative, for example:
 - signs
 - symbols
 - simple forms
 - simple ads/flyers
 - ✓ Expressive, for example:
 - pictorial storyboard

- **Discourse cues and features**, for example:
 - ✓ Visual
 - graphic cues and features
 - ❖ illustrations
 - ❖ photographs
 - ❖ layout
 - textual cues and features
 - ❖ titles
- **The writing system**
 - Handwriting
 - ✓ Print
 - ✓ Upper and lower case letters
 - The alphabet
 - ✓ Upper and lower case letters
 - ✓ Names of letters
 - ✓ Vowels and consonants
 - Word recognition
 - ✓ Basic common high-frequency sight words
 - Signs and Symbols
 - ✓ Numerals
 - ✓ Pictograms
- **Language functions**, for example:
 - ✓ Giving information
- **Vocabulary pertaining to the immediate environment**, for example:
 - ✓ Personal information
 - ✓ Shopping
 - ✓ World of work

Specifications for the Evaluation Instruments

Examination: Number of Parts, Sections, Procedure and Duration

The examination consists of one part divided into two sections, with a total duration of 60 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 – *Reading informative texts*: 30 minutes

Section – *Writing informative or expressive texts*: 30 minutes

Examination Content

The examination focuses on a real-life situation related to becoming acquainted with written language in his/her immediate environment (e.g. discovering one's neighbourhood, shopping for food, celebrating a special occasion). The adult learner will be required to read and write simple informative and expressive texts. When possible, the task or tasks related to the real-life situation may measure more than one evaluation criterion.

Section – *Reading informative texts*

The adult learner is asked to recognize a limited number of signs, symbols and common sight words in a simple informative text (e.g. grocery flyer, traffic signs, or calendar). The adult may complete a questionnaire and/or other documents relevant to the task to show understanding of the basic information found in the written text.

Section – *Writing informative or expressive texts*

The adult learner transcribes basic data to produce an *informative* text (e.g. short, simple form) or produces an *expressive* text (e.g. basic pictorial storyboard). This section of the examination evaluates the learner's ability to use the alphabet and basic signs and symbols, as well as a limited number of high-frequency words.

Information-Gathering Tools

Section – *Reading informative texts*

- Questionnaires, forms or other documents relevant to the task

Section – *Writing informative and expressive texts*

- Written production

Authorized Materials

Resource Booklet
Picture Dictionary
Beginner's Dictionary

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.