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

Course
Building Foundations
ENG-B122-4

Common Core Basic Education Program
English, Language of Instruction

Revised September 2014

TABLE OF CONTENTS

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.

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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 • Health and Well-Being • Citizenship • Environmental and Consumer Awareness • The World of Work **Subject Area** • Languages **Class of Situations** • Using language in the immediate environment to decode and encode meaning	**Program** • English, Language of Instruction **Course** • Building Foundations ENG-B122-4
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, aesthetic) • Discourse cues and features • The sound system • The writing system • Language functions • Sociolinguistic features • Vocabulary pertaining to the immediate environment

Evaluation Criteria and Weighting	
Evaluation Criteria for the Competency Interacts using basic, common oral texts in routine situations at a functional level (20 %) Understands basic, common oral texts in routine situations at a functional level (20 %) Reads predictable, basic, common texts at a functional level (30 %) Writes short, basic, common texts at a functional level (30 %)	**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

<u>Interacts using basic, common oral texts in routine situations at a functional level</u>

The above criterion assesses the adult's ability to:
- use language functions to communicate;
- sustain conversation by responding appropriately to the other speaker(s);
- use basic elements of the sound system;
- adapt language to the situation;
- use very basic vocabulary appropriate to the situation;
- use basic discourse features appropriate to the communication situation.

<u>Understands basic, common oral texts in routine situations at a functional level</u>

The above criterion assesses the adult's ability to:
- identify key words in an oral text;
- identify key phrases in an oral text.

<u>Reads predictable, basic, common texts at a functional level</u>

The above criterion assesses the adult's ability to:
- identify basic information in a written text;
- identify short instructions in a written text;
- identify thoughts and feelings;
- respond to an aesthetic text.

<u>Writes short, basic, common texts at a functional level</u>

The above criterion assesses the adult's ability to:
- use basic elements of the writing system;
- use discourse features appropriate to purpose and text type;
- adapt language to the situation;
- use very basic vocabulary appropriate to the situation.

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:
    - o simple exchanges
    - o conversations
    - o instructions
    - o records
    - o lists
    - o labels
    - o coupons
    - o menus
    - o warnings
    - o notes
    - o television or radio commercials
    - o messages
  - ✓ Expressive, for example:
    - o cards
    - o postcards
  - ✓ Aesthetic, for example:
    - o high-interest/low-vocabulary adult content book
- **Discourse cues and features,** for example:
  - ✓ Visual
    - o graphic cues and features
      - ❖ illustrations
      - ❖ photographs
      - ❖ layout
      - ❖ font and colour
    - o textual cues and features
      - ❖ titles
  - ✓ simple key words and phrases
- **The sound system**
  - ✓ Phonemic awareness
  - ✓ Pronunciation
  - ✓ Word stress
- **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
    - ✓ Phonics
        - o sound-symbol correspondence
    - ✓ Word patterns
        - o word families
        - o word beginnings and endings
- Punctuation
    - ✓ Initial capitalization
    - ✓ End punctuation
        - o period
- Signs and Symbols
    - ✓ Logos
    - ✓ Numerals
    - ✓ Pictograms
- **Language functions,** for example:
    - ✓ Asking for and giving information, advice, instructions
    - ✓ Requesting assistance
    - ✓ Expressing needs and preferences
    - ✓ Expressing satisfaction, dissatisfaction
    - ✓ Expressing thoughts and feelings
    - ✓ Expressing appreciation
    - ✓ Warning
    - ✓ Greeting and taking leave
- **Sociolinguistic features**
    - ✓ Appropriateness to situation
        - o formal
    - ✓ Appropriateness to audience or interlocutor
        - o formal
        - o informal
- **Vocabulary pertaining to the immediate environment,** for example:
    - ✓ Medication
    - ✓ Shopping
    - ✓ Goodwill messages

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 150 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*: 30 minutes (28 minutes for the preparation and 1 ½ to 2 minutes for the interaction)

Section – *Listening to informative texts*: 30 minutes

Section – *Reading informative, expressive or aesthetic texts*: 45 minutes

Section – *Writing informative or expressive texts*: 45 minutes

Examination Content

The examination focuses on a real-life situation related to using language in the immediate environment to decode and encode meaning (e.g. getting around the community, looking for an apartment, taking medication). The adult learner will be required to interact orally, and listen to, read and write informative, expressive and/or aesthetic texts. When possible, the task or tasks related to the real-life situation may measure more than one evaluation criterion.

Section – *Interacting orally*

The adult learner interacts with another speaker (e.g. at a pharmacy, store, restaurant) and may request assistance, state his/her needs, ask for basic information, and/or express appreciation, satisfaction or dissatisfaction.

Section – *Listening to informative texts*

The adult learner listens to an informative text (e.g. a short announcement, radio ad, recorded message). The adult may complete a questionnaire and/or other documents relevant to the task to show his/her ability to listen for key words and phrases in an oral text.

Section – *Reading informative, expressive or aesthetic texts*

The adult learner reads a text that may be *informative* (e.g. a label, menu, form, coupon), or *expressive* (e.g. a card, note), or *aesthetic* (e.g. a high-interest/low-content adult book). The adult may complete a questionnaire and/or other documents relevant to the task to show his/her ability to identify basic information and instructions in an *informative* text, or to identify thoughts and feelings in an *expressive* text, or to respond to an *aesthetic* text.

Section – *Writing informative or expressive texts*

The adult learner produces an *informative* text (e.g. a grocery list, note) or an *expressive* text (e.g. a card, postcard). This section of the examination evaluates the learner's ability to provide basic information or to express his/her thoughts and feelings.

Information-Gathering Tools

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

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

Section – *Reading informative, expressive or aesthetic 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.