



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

**Course**  
***Accessing Services***  
**ENG-B124-4**

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

**December 2012**



## 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. 3
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 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.

---

<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>• Environmental and Consumer Awareness</li> <li>• Health and Well-Being</li> <li>• The 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 to access public services</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>• Accessing Services ENG-B124-4</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 sound system</li> <li>• The writing system</li> <li>• Language functions</li> <li>• Sociolinguistic features</li> <li>• Grammar and syntax</li> <li>• Vocabulary pertaining to accessing public services</li> </ul>

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

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 basic vocabulary appropriate to the situation;
- use basic discourse features appropriate to the communication situation;
- apply rules of grammar and syntax.

#### Understands basic, common oral texts in routine situations at a functional level

The above criterion assesses the adult's ability to:

- understand basic instructions in an oral text;
- understand specific information in an oral text.

#### Reads predictable, basic, common texts at a functional level

The above criterion assesses the adult's ability to:

- understand basic instructions in a written text;
- understand specific information in a written text.

#### Writes short, basic, common texts at a functional level

The above criterion assesses the adult's ability to:

- provide basic information appropriate to the situation;
- use basic elements of the writing system;
- use basic discourse features appropriate to purpose and text type;
- apply rules of grammar and syntax;
- adapt language to the situation;
- use 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:

- **Type of discourse**
  - ✓ Informative, for example:
    - simple exchanges
    - conversations
    - instructions
    - directions
    - announcements
    - messages
    - schedules
    - notices
    - receipts/bills
    - maps
    - commercial transactions
    - directories
    - forms
- **Discourse cues and features** for example:
  - ✓ Visual
    - graphic cues and features
      - ❖ layout
      - ❖ font and colour
      - ❖ illustration
    - Textual cues and features
      - ❖ titles
  - ✓ Simple key words and phrases
  - ✓ Word order
    - of importance
- **The sound system**
  - ✓ Phonemic awareness
  - ✓ Pronunciation
  - ✓ Word stress
  - ✓ Sentence intonation patterns
  - ✓ Volume
  - ✓ Tone
  - ✓ Pace

- **The writing system**
  - Word recognition
    - ✓ Sight words
    - ✓ Phonics
      - sound-symbol correspondence
      - vowel patterns
      - consonant patterns
    - ✓ Word patterns
      - word families
      - word beginnings and endings
      - base words
      - compound words
      - affixes
    - ✓ Syllabication
  - Spelling
    - ✓ Letter patterns
    - ✓ Spelling rules
    - ✓ Common irregulars
  - Punctuation
    - ✓ Initial capitalization
    - ✓ End punctuation
      - period
      - question mark
    - ✓ Internal punctuation
      - comma
      - apostrophe
  - Signs and Symbols
    - ✓ Computer icons
- **Language functions**, for example:
  - ✓ Asking for and giving information, instructions
  - ✓ Requesting assistance
  - ✓ Stating needs
  - ✓ Expressing satisfaction, dissatisfaction
  - ✓ Describing personal items
  - ✓ Comparing
- **Sociolinguistic features**
  - ✓ Appropriateness to situation
    - formal
  - ✓ Appropriateness to audience or interlocutor
    - formal

- **Grammar and syntax**
  - Word level
    - ✓ Inflections
      - simple plurals
      - tenses
    - ✓ Derivations
      - word families
      - common prefixes and suffixes
    - ✓ Basic word classes
      - nouns
      - pronouns
      - verbs
      - adjectives
      - prepositions
      - adverbs
      - articles
      - conjunctions
  - Sentence level
    - ✓ Basic word order
      - affirmative
      - negative
      - interrogative
    - ✓ Basic sentence types
      - simple
      - compound
      - complex
    - ✓ Grammatical functions
      - declarative
      - interrogative
      - imperative
    - ✓ Grammatical agreement
      - subject-verb
      - tense
- **Vocabulary pertaining to accessing public services**, for example:
  - ✓ Customer services
  - ✓ Travel information
  - ✓ Public services

## 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 180 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 (25 minutes for the preparation and 3 to 5 minutes for the interaction)

Section – *Listening to informative texts*: 30 minutes

Section – *Reading informative texts*: 60 minutes

Section – *Writing informative texts*: 60 minutes

### Examination Content

The examination focuses on a real-life situation related to accessing public services (e.g. public transportation, legal aid, recreational services, banking). The adult learner will be required to interact orally, and to listen to, read and write informative 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 and may request assistance, express his/her needs, ask for and give basic information and instructions, and/or express satisfaction or dissatisfaction.

#### Section – *Listening to informative texts*

The adult learner listens to an informative text (e.g. public announcement, recorded message). The adult may complete a questionnaire and/or other documents relevant to the task to show his/her understanding of the specific instructions and basic information found in the oral text.

#### Section – *Reading informative texts*

The adult learner reads an informative text (e.g. instructions, flyers, schedule, form, notice). The adult may complete a questionnaire and/or other documents relevant to the task to show understanding of the specific instructions and basic information in the written text.

#### Section – *Writing informative texts*

The adult learner produces an informative text (e.g. message, note, form). This section of the examination evaluates the learner's ability to clearly and legibly provide basic information that incorporates simple grammatical structures, correct vocabulary and correct spelling.

## 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 texts*

- Questionnaires, forms or other documents relevant to the task

### Section – *Writing informative 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.