

DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

English Language Arts

ENGLISH AND INTERVIEWS – COURSE 1

ENG-3101-1

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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.

All the DEDs produced after June 30, 2014, by the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MEESR) are prescriptive. Consequently, they are the reference documents to be used in the development of all examinations, be they ministerial examinations or those developed by adult education centres or by Société GRICS (BIM). The DEDs thus serve as a model for preparing multiple equivalent versions of examinations that are valid across the province.¹

In addition, as set out in the *Policy on the Evaluation of Learning*, adult learners must know what they will be evaluated on and what is expected of them.² The DEDs and the criterion-referenced rubrics (contained in the evaluation instruments) may be used for this purpose.

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

² Ibid., 9.

Evaluation Content

General Information	
Broad Area of Learning³ • Health and Well-Being Subject Area • Languages Family of Situations • Seeking and imparting information	Program of Study • English Language Arts Course • English and Interviews
Essential Elements Targeted by the Evaluation	
Subject-Specific Competencies 1. Uses language/talk to communicate and to learn 2. Reads and listens to written, spoken and media texts	Categories of Knowledge • Textual elements • Linguistic elements
Evaluation Criteria	
Evaluation Criteria for Competency 1 1.1 Effective communication of ideas 1.3 Appropriate use of language conventions Evaluation Criteria for Competency 2 2.1 Coherent construction of meaning from texts 2.2 Demonstration of understanding of contextual connections 2.3 Thorough comprehension of structures and features of texts 2.4 Critical interpretation of texts	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 competencies.

³ The broad area of learning is stated exactly as in the course. However, the person who designs the evaluation instrument may choose other broad areas of learning.

Explanation of the Evaluation Content

Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

Criterion 1.2 “Effective communication for learning” is not evaluated for certification purposes. However, the adult learner must be provided with feedback on this criterion.

Information Clarifying the Evaluation Criteria

1.1 Effective communication of ideas	• Integration of necessary background information on the topic and interviewee • Establishment of a rapport with the interviewee • Use of effective open-ended and closed-ended questions • Effective conclusion of the interview
1.3 Appropriate use of language conventions	• Use of language suitable to the context and audience • Use of various oral communication features • Use of body language suitable to the context and audience • Use of the grammar and mechanics of standard English
2.1 Coherent construction of meaning from texts	• Analysis of body language, its uses and impact • Analysis of the relevance and appropriateness of the questions asked
2.2 Demonstration of understanding of contextual connections	• Establishment of a text-to-self and/or text-to-world connection
2.3 Thorough comprehension of structures and features of texts	• Identification of techniques used to establish rapport • Determination of the degree of formality of the language
2.4 Critical interpretation of texts	• Assessment of the overall effectiveness and/or ineffectiveness of the interview techniques used • Identification of the social function and target audience of the interview

Proficiency in Subject-Specific Knowledge

Proficiency in subject-specific knowledge is assessed through the evaluation of competencies, using tasks related to the evaluation criteria.

Weighting

The weighting for the evaluation of the competencies is determined in accordance with the *Framework for the Evaluation of Learning* in general education in the youth sector.

Competency 1, *Uses language/talk to communicate and to learn*: 40%

Competency 2, *Reads and listens to written, spoken and media texts*: 60%

The weighting of the evaluation criteria appears in the assessment tools provided in the *Correction and Evaluation Guide*. Adult learners must be made aware of the evaluation criteria used to evaluate them and the corresponding weighting of each criterion, as set out in the criterion-referenced rubric.

Knowledge

The following list represents the knowledge selected from the course and targeted by the evaluation of the competencies. The evaluation instruments must require the mobilization of knowledge from the following list:

- Textual Elements
 - ✓ audience and communication context
 - ✓ coherence
 - ✓ consistency or logical presentation of ideas
 - ✓ facts and opinions
 - ✓ question-and-answer structure of interview texts
 - ✓ social function(s) of text
- Linguistic Elements
 - ✓ agreement (of person, subject and verb, verb tenses, pronoun and antecedent)
 - ✓ body language (gestures/movements/facial expressions/eye contact)
 - ✓ language (neutral, connotative)
 - ✓ language functions (contextualizing, summarizing, rephrasing, asking questions [e.g. open-ended, closed-ended, leading, follow-up, rhetorical])
 - ✓ language tone and register (style/level of language suitable to context)
 - ✓ oral communication features (voice tone, speed, volume, emphasis, enunciation, pronunciation)
 - ✓ syntax

Specifications for the Evaluation Instruments

Examination: Number of Parts, Sections, Procedure and Duration

The examination consists of two parts.

Total duration: 180 minutes

Part 1: Evaluation of Competency 2, *Reads and listens to written, spoken and media texts*

Duration: 120 minutes

Part 2: Evaluation of Competency 1, *Uses language/talk to communicate and to learn*

Duration: 60 minutes (50 minutes to rehearse for the interview and 10 minutes for the interview)

The two parts must be administered during different evaluation sessions. Part 1 must be administered before Part 2.

Examination Content

The evaluation situation consists of two tasks which include an analysis of an interview and an interview in a role-play situation. These tasks are designed to demonstrate the adult learner's ability to understand, analyze and interpret a given text and to be an effective interviewer.

Procedures prior to this examination:

The adult learner must plan for the interview in Part 2 before the examination session. This preparation includes selecting an interviewee (sports figure, politician, actor, activist, etc.) and preparing questions. The adult learner must inform the teacher of the interviewee selected. The teacher role-plays the part of the interviewee.

Part 1: Evaluation of Competency 2, *Reads and listens to written, spoken and media texts*

This part satisfies the analytical and interpretive requirements of the course. The ability to analyze and interpret interview techniques and their effectiveness reflects the adult learner's understanding of semi-structured interviews. This part requires the adult learner to view a filmed interview twice and to analyze and interpret interview structures and techniques by providing short responses to questions (approximately 60 words for each response).

Part 2: Evaluation of Competency 1, *Uses language/talk to communicate and to learn*

This part satisfies the oral requirement of the course. The awareness of the effects of interview techniques in media culture is the foundation for carrying out the role-play situation in which the adult learner demonstrates the ability to be an effective interviewer. The adult learner interviews the chosen interviewee (sports figure, politician, actor, activist, etc.), role-played by the teacher, asks questions and makes use of various interview techniques and strategies.

Information-Gathering Tools

Part 1: Evaluation of Competency 2, *Reads and listens to written, spoken and media texts*

- Question and short-answer format

Part 2: Evaluation of Competency 1, *Uses language/talk to communicate and to learn*

- A short interview role-play

Authorized Materials

Part 1: Evaluation of Competency 2, *Reads and listens to written, spoken and media texts*

- *Resource Booklet* (if deemed applicable/necessary by the team that designs the evaluation instrument)
- English dictionary*
- Thesaurus*

Part 2: Evaluation of Competency 1, *Uses language/talk to communicate and to learn*

- *Resource Booklet* (if deemed applicable/necessary by the team that designs the evaluation instrument)
- Notes (adult learners may use personal notes prepared for the interview which may be included in the *Resource Booklet*)

*Paper format only.

Assessment Tools

The assessment tool for the evaluation of Part 1 and Part 2 is the criterion-referenced rubric (one for each competency). Criterion-referenced interpretation involves comparing the information gathered with the expected outcomes.⁴ The criterion-referenced rubrics are appended to the *Correction and Evaluation Guide* and include the following rating scale:

- Excellent
- Very good
- Good
- Weak
- Very weak

To facilitate the evaluation process, an oral assessment grid may be added to the *Correction and Evaluation Guide* if deemed applicable or necessary by the team that designs the evaluation instrument.

Pass Mark

The pass mark is 60% for the examination as a whole.

Retakes

The adult learner may retake Part 1 or Part 2, or may retake the entire examination.

⁴ Québec, Ministère de l'Éducation, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 28-29.

