DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

English Language Arts

ENGLISH AND THE WORLD OF STORY – COURSE 2   ENG-4112-2

September 2016

Québec ❖❖

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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.

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[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 Learning[3] • Media Literacy **Subject Area** • Languages **Families of Situations** • Exploring and creating literary diversity • Developing and supporting a stance	**Program of Study** • English Language Arts **Course** • English and the World of Story

Essential Elements Targeted by the Evaluation	
Subject-Specific Competencies 2. Reads and listens to written, spoken and media texts 3. Produces texts for personal and social purposes	**Categories of Knowledge** • Textual Elements • Linguistic Elements

Evaluation Criteria	
Evaluation Criteria for Competency 2 2.1. Coherent construction of meaning from texts 2.2. Demonstration of understanding contextual connections 2.3. Thorough comprehension of structures and features of texts 2.4. Critical interpretation of texts **Evaluation Criteria for Competency 3** 3.1. Effective organization of texts to communicate 3.2. Appropriate adaptation of language for audience and purpose 3.3. Appropriate use of structures, features, codes and conventions of texts 3.4. Correct application of language conventions (usage and mechanics)	**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.

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[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.

Information Clarifying the Evaluation Criteria

2.1	Coherent construction of meaning from texts	• Explanation of the development of the conflict(s) and the possible resolution • Examination of the setting(s) of the text
2.2	Demonstration of understanding contextual connections	• Examination of the main character and relationships between characters • Establishment of a text-to-world and/or text-to-self connection
2.3	Thorough comprehension of structures and features of texts	• Analysis of the effect(s) of cinematic or literary elements
2.4	Critical interpretation of texts	• Explanation of the theme(s) and the broader social message(s)
3.1	Effective organization of texts to communicate	• Integration of a captivating and appealing introduction in the film review • Inclusion of a critical analysis of applicable cinematic elements (e.g. cinematography/music/related effects) • Inclusion of a critical analysis of applicable literary elements (e.g. plot/characterization/setting/conflict/dialogue/theme/etc.) • Organization of ideas and opinions in a logical and coherent manner • Conclusion of review with statements that enforce adult learner's opinion
3.2	Appropriate adaptation of language for audience and purpose	• Adaptation of language to the text and audience
3.3	Appropriate use of structures, features, codes and conventions of texts	• Use of textual features of film reviews
3.4	Correct application of language conventions (usage and mechanics)	• Use of the grammar and mechanics of standard English

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.

However, in Secondary IV, there is some deviation from this framework based on the focus of the expected learning in each course.

Competency 2, *Reads and listens to written, spoken and media texts*: 50%

Competency 3, *Produces texts for personal and social purposes*: 50%

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 for the evaluation of the competencies. The evaluation instrument must require the mobilization of knowledge from the following list:

- Textual Elements

  - ✓ audience and communication context
  - ✓ cinematic elements (e.g. cinematography and soundtrack; related effects such as fear, foreshadowing, humour, pathos, shock, suspense, surprise or a frightening/surreal/romantic atmosphere)
  - ✓ coherence and cohesion
  - ✓ emotional/aesthetic/intellectual appeal of text
  - ✓ literary elements (e.g. characterization, climax, conflict and resolution, dialogue, narrative point of view, plot, protagonist and antagonist, setting, symbolism, theme)
  - ✓ main and supporting ideas
  - ✓ paragraphing (features of introductory, body and concluding paragraphs)
  - ✓ social function(s) of text
  - ✓ textual features of film reviews: title of film, director, film genre, actors and characters

- Linguistic Elements

  - ✓ agreement (of person, subject and verb, verb tenses, pronoun and antecedent)
  - ✓ capitalization and punctuation (commas, semicolons, quotation marks, end punctuation)
  - ✓ commonly misspelled or confused words
  - ✓ language (neutral, connotative, aesthetic, figurative, colloquial)
  - ✓ language functions (contextualizing, summarizing, rephrasing)
  - ✓ language tone and register (style/level of language suitable to the context)
  - ✓ syntax
  - ✓ transition expressions including time and sequence markers

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: 90 minutes

Part 2:   Evaluation of Competency 3, *Produces texts for personal and social purposes*
Duration: 90 minutes

The two parts may be administered during the same examination session or during different examination sessions. Part 1 must be administered before Part 2.

Examination Content

The evaluation situation consists of two tasks. These tasks are designed to demonstrate the adult learner's ability to understand, analyze, interpret and produce a text.

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 adult learner provides short-answer responses (approximately 75 to 100 words for each response) to five questions about cinematic and literary elements and techniques. This part reflects the adult learner's ability to analyze, interpret and appreciate cinematic and literary elements found in movies.

Procedures prior to Part 1:   (A different movie* must be used every time this examination is administered, including retake situations.)

The movie* used in Part 1 is chosen by the teacher and viewed in class prior to the examination. This movie is for certification purposes only and cannot be used as course material. The *Resource Booklet* must be given to the adult learners 10 minutes before viewing the movie to allow for an examination of the booklet's content. The *Resource Booklet* is completed during the viewing of the movie. Following the viewing of the movie, 30 minutes must be allotted for the adult learners to complete and verify their notes. The *Resource Booklet* must be returned to the teacher when all these steps are completed. The *Resource Booklet* is to be redistributed to each adult learner on the day of the examination (Part 1).

> * According to the *Copyright Act*, section 29.5, a movie can be used for this purpose as long as it is not "an infringing copy" or "the person responsible for the performance has no reasonable grounds to believe that it is an infringing copy."

Part 2:   Evaluation of Competency 3, *Produces texts for personal and social purposes*

This part satisfies the written component of the course. The adult learner writes a film review (on the movie chosen by the teacher and viewed for Part 1), that incorporates all the features of this type of text. The writing of a film review reflects the adult learner's ability to criticize and comment on cinematic and literary elements (approximately 350 words in length).

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 3, *Produces texts for personal and social purposes*

- Film review

Authorized Materials

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

- *Resource Booklet*
- English dictionary*
- Thesaurus*

Part 2:   Evaluation of Competency 3, *Produces texts for personal and social purposes*

- *Resource Booklet*
- Completed *Adult's Booklet*, Part 1
- English dictionary*
- Thesaurus*

   *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

Pass Mark

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

Retakes

The adult learner must retake the entire examination.

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