

# DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

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Diversified Basic Education Program

English Language Arts

ENGLISH AND PLAYS – COURSE 1

ENG-5101-1

July 2015

## Table of Contents

|                                                                     |          |
|---------------------------------------------------------------------|----------|
| <b>Introduction .....</b>                                           | <b>1</b> |
| <b>Evaluation Content.....</b>                                      | <b>2</b> |
| <b>Explanation of the Evaluation Content .....</b>                  | <b>3</b> |
| Evaluation Criteria.....                                            | 3        |
| Proficiency in Subject-Specific Knowledge .....                     | 3        |
| Weighting .....                                                     | 4        |
| Knowledge .....                                                     | 4        |
| <b>Specifications for the Evaluation Instruments.....</b>           | <b>5</b> |
| Examination: Number of Parts, Sections, Procedure and Duration..... | 5        |
| Examination Content.....                                            | 5        |
| Information-Gathering Tools.....                                    | 6        |
| Authorized Materials.....                                           | 6        |
| Assessment Tools.....                                               | 6        |
| Pass Mark .....                                                     | 6        |
| Retakes.....                                                        | 6        |

## 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.<sup>1</sup>

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.<sup>2</sup> The DEDs and the criterion-referenced rubrics (contained in the evaluation instruments) may be used for this purpose.

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

<sup>2</sup> Ibid., 9.

## Evaluation Content

| General Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Broad Area of Learning<sup>3</sup></b> <ul style="list-style-type: none"> <li>Media Literacy</li> </ul> <b>Subject Area</b> <ul style="list-style-type: none"> <li>Languages</li> </ul> <b>Family of Situations</b> <ul style="list-style-type: none"> <li>Exploring and creating literary diversity</li> </ul>                                                                                                                                                                                                             | <b>Program</b> <ul style="list-style-type: none"> <li>English Language Arts</li> </ul> <b>Course</b> <ul style="list-style-type: none"> <li>English and Plays</li> </ul>                                                                               |
| Essential Elements Targeted by the Evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                        |
| <b>Subject-Specific Competencies</b> <ol style="list-style-type: none"> <li>Uses language/talk to communicate and to learn</li> <li>Reads and listens to written, spoken and media texts</li> </ol>                                                                                                                                                                                                                                                                                                                            | <b>Categories of Knowledge</b> <ul style="list-style-type: none"> <li>Textual Elements</li> <li>Linguistic Elements</li> </ul>                                                                                                                         |
| Evaluation Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                        |
| <b>Evaluation Criteria for Competency 1</b> <ol style="list-style-type: none"> <li>1.1 Effective communication of ideas</li> <li>1.3 Appropriate use of language conventions</li> </ol> <b>Evaluation Criteria for Competency 2</b> <ol style="list-style-type: none"> <li>2.1 Coherent construction of meaning from texts</li> <li>2.2 Demonstration of understanding contextual connections</li> <li>2.3 Thorough comprehension of structures and features of texts</li> <li>2.4 Critical interpretation of texts</li> </ol> | <b>Proficiency in Subject-Specific Knowledge</b> <p>Proficiency in subject-specific knowledge presupposes its acquisition, understanding, application and mobilization, and is therefore linked with the evaluation criteria for the competencies.</p> |

<sup>3</sup> The broad area of learning is stated exactly as in the course of this program of study. 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                           | <ul style="list-style-type: none"> <li>• Communication of opinions, feelings and reactions about the character in the chosen monologue</li> </ul>                                                                |
| 1.3 Appropriate use of language conventions                    | <ul style="list-style-type: none"> <li>• Use of oral communication features to captivate the audience</li> <li>• Use of body language consistent with the text (monologue)</li> </ul>                            |
| 2.1 Coherent construction of meaning from texts                | <ul style="list-style-type: none"> <li>• Explanation of the use and effect of theatrical elements</li> <li>• Justification of the interpretation of text(s) with supporting evidence from the text(s)</li> </ul> |
| 2.2 Demonstration of understanding contextual connections      | <ul style="list-style-type: none"> <li>• Establishment of a text-to-self and text-to-world connection</li> </ul>                                                                                                 |
| 2.3 Thorough comprehension of structures and features of texts | <ul style="list-style-type: none"> <li>• Comprehension of features (theatrical elements) to justify interpretations</li> </ul>                                                                                   |
| 2.4 Critical interpretation of texts                           | <ul style="list-style-type: none"> <li>• Interpretation of the text’s broader social message</li> </ul>                                                                                                          |

### 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 rubrics.

## 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
  - ✓ emotional/aesthetic/intellectual appeal of text
  - ✓ literary elements (climax; conflict and resolution; plot; theme)
  - ✓ methods of organization (e.g. example, explanation, listing of ideas)
  - ✓ social function(s) of text
  - ✓ theatrical elements (e.g. costumes, lighting, music, props, set design, sound effects)
- Linguistic Elements
  - ✓ agreement (of person, subject and verb, verb tenses, pronoun and antecedent)
  - ✓ body language (gestures/movements/facial expressions/eye contact)
  - ✓ language (connotative, neutral, aesthetic, figurative, colloquial)
  - ✓ language tone and register (style/level of language suitable to the context)
  - ✓ oral communication features (voice tone, speed, volume, expression, 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: 165 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: 45 minutes (40 minutes to prepare, 2 minutes for the monologue and 3 minutes for the personal oral response)

The two parts may be administered during the same examination session or 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 present a text orally.

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 responses (approximately 100-150 words for each response) to two questions. The responses reflect the adult learner's ability to examine the effect and use of theatrical elements and to provide an interpretive, reflective and affective response to the play's broader social message.

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

The filmed play\* used in Part 1 is chosen by the teacher and viewed in class prior to the examination. This filmed play 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 filmed play to allow for an examination of the booklet's content. The *Resource Booklet* is completed during the viewing of the play. Following the viewing of the play, 20 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*, article 29.5, a filmed play 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 1, *Uses language/talk to communicate and to learn*

This part satisfies the oral requirement of the course. The adult learner performs a 2-minute monologue (chosen by the adult learner, approved by the teacher and handed in prior to the examination). The performance of the monologue reflects the adult learner's ability to use body language and oral communication features to transform the written word into a captivating monologue. In addition, the adult learner delivers a personal response (3 minutes) to the guiding questions about the monologue, commenting on the character's situation, state of mind and the adult learner's connection to the character.

**Note:** The adult learner's chosen monologue must be referenced.

### Information-Gathering Tools

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

- Question and answer format

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

- A monologue
- A personal response

### 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 1, *Uses language/talk to communicate and to learn*

- Transcript of monologue\*
- Notes pages (found in *Adult's Booklet*, Part 2)

\*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.<sup>4</sup> 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 has been added to the *Correction and Evaluation Guide*.

### 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 two parts of the examination.

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



