

**Direction de l'éducation des adultes et de l'action communautaire
Service de l'évaluation des apprentissages**

DEFINITION OF DOMAIN FOR EVALUATION

**ENGLISH, LANGUAGE OF INSTRUCTION
PROGRAM OF STUDY**

**Course
ENGAGEMENT and INVOLVEMENT
ENG P107-4**

March 2010

Presentation

The *Definition of Domain for Evaluation* describes and organizes the compulsory elements of a course that are subject to evaluation. The *Definition of Domain for Evaluation* is unique to each course.

The **Content and Weighting** section provides information intended to ensure consistency between the course and the evaluation situations: both the evaluation situations intended to support learning and those designed for purposes of certification and recognition.

The **evaluation criteria** are the qualitative points of reference in the *Definition of Domain for Evaluation*. They are found in each course and serve as guidelines for developing valid evaluation situations.

The **indicators** are taken from the outcomes described at the end of each course. They represent the observable behaviours in the evaluation situation in so far as they provide specific details about the learner's expected performance in the evaluation situation.

The **class of situations** specifies the context of the learning and evaluation situation. The **categories of actions** are used to develop the evaluation criteria.

The actions of the **operational competencies** are integrated with the indicators of the evaluation criteria. An analysis of the content of a course shows that the actions of the operational competencies are closely linked to the indicators developed for the categories of actions. When an indicator is linked to an operational competency, it is noted beside the indicator.

The elements of **essential knowledge**, like the operational competencies, are among the resources that must be mobilized in the evaluation situation, and are therefore identified in the indicators as well.

The **weighting of the evaluation criteria** takes into account the relative importance of each evaluation criterion, the essential knowledge that must be mobilized and the amount of course time devoted to each of the categories of actions

Content and Weighting

<p>Subject Area Languages</p> <p>Program of Study English, Language of Instruction</p>	<p>Operational Competencies ¹</p> <p>Communicates (OC1) Cooperates (OC2) Thinks logically (OC6)</p>
<p>Class of situations</p> <p>Using language to fulfill civic and social duties in the community</p>	
<p>Evaluation Criterion: C1. Interacts adequately in everyday situations using simple oral discourse (30%)</p> <p>Indicators:</p> <p>1.1 Achieves his/her communicative purpose (OC1) 1.2 Contributes to consensus-building among participants (OC2) 1.3 Sustains conversation by responding suitably to interlocutors' interventions (OC1) 1.4 Offers feedback, suggestions and alternative solutions (OC2) 1.5 Varies roles as speaker or listener to ensure balanced participation (OC2) 1.6 Adapts language to audience and situation (OC1) 1.7 Uses vocabulary appropriate to the situation 1.8 Uses discourse features appropriate to the communication situation (OC6) 1.9 Applies rules of grammar and syntax to create and interpret meaning 1.10 Uses appropriate speaking strategies, techniques and procedures to encourage other participants to express themselves (OC2)</p>	
<p>Evaluation Criterion: C2. Understands simple, everyday oral discourse adequately (30%)</p> <p>Indicators:</p> <p>2.1 Recognizes the text type and purpose of the discourse (OC1) 2.2 Achieves his/her purpose for listening (OC1) 2.3 Uses discourse cues to aid comprehension (OC6) 2.4 Comprehends vocabulary related to the situation 2.5 Uses appropriate listening strategies, techniques and procedures to aid comprehension</p>	

¹ The operational competencies retained in the Common Core Basic Education program are the following: Communicates (OC1), Cooperates (OC2), Acts methodically (OC3), Uses creativity (OC4), exercises critical and ethical judgment (OC5), and Thinks logically (OC6). The operational competencies develop throughout the adult's learning path and in all of the various courses. An analysis of the content of the courses shows that their manifestation is closely linked to the indicators describing the evaluation criteria, which are in turn linked to the end-of-course outcomes.

Evaluation Criterion:

C3. Reads simple, everyday texts adequately (20%)

Indicators:

- 3.1 Recognizes the text type and purpose of the written text (OC1)
- 3.2 Achieves his/her purpose for reading (OC1)
- 3.3 Uses discourse cues to interpret meaning (OC6)
- 3.4 Comprehends vocabulary related to the situation
- 3.5 Uses grammatical and syntactic cues to interpret meaning
- 3.6 Uses reading strategies, techniques and procedures according to purpose and text type

Evaluation Criterion:

C4. Writes simple, everyday texts adequately (20%)

Indicators:

- 4.1 Achieves his/her purpose for writing (OC1)
- 4.2 Uses discourse features appropriate to purpose and text type to create meaning (OC6)
- 4.3 Applies rules of grammar and syntax to create meaning
- 4.4 Uses correct spelling and punctuation
- 4.5 Adapts language to audience and situation (OC1)
- 4.6 Uses vocabulary appropriate to the situation
- 4.7 Uses writing strategies, techniques and procedures according to purpose and text type