

ENGLISH LITERACY

DEFINITION OF THE DOMAIN FOR SUMMATIVE EVALUATION

STEP 2

JANUARY 2001



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1 INTRODUCTION

This definition of the domain for summative evaluation describes and classifies the essential and representative elements of *A Guide to Customized Literacy Training*, specifically, for the section on *English*. It presents an overview of the program, but should by no means replace the program itself. The purpose of defining the domain is to ensure that the summative evaluation instrument is consistent with the overall program.

The definition of the domain for summative evaluation is used to prepare examinations that are valid from one version to another, from one year to another, and from one school board to another, taking into account the responsibilities shared by the ministère de l'Éducation and the school boards.

2 PROGRAM ORIENTATIONS AND THEIR CONSEQUENCES FOR SUMMATIVE EVALUATION

Orientations

In the program, learning opportunities are created out of everyday situations to help adults become autonomous.

Students learn the basic concepts in English by means of functional and concrete situations designed to help them acquire the knowledge and skills suited to their needs.

The program objectives are intended to help students acquire and develop skills related to reading, writing, listening and speaking.

In the program, students learn to write in order to communicate effectively in various situations encountered in everyday life.

The program is designed to help students develop their ability to comprehend an oral text and to express themselves orally.

In the program, students learn to read a variety of functional texts, which should be both meaningful and easily accessible.

Consequences

Summative evaluation will test the students' ability to act autonomously in everyday situations.

Summative evaluation instruments will measure the students' knowledge and skills with respect to the basic concepts in English. Evaluation tasks must be related to themes or situations that reflect everyday life.

Summative evaluation will measure the students' ability to know, to comprehend and to apply the program objectives in reading, writing and speaking.

Summative evaluation instruments will propose various everyday situations that students are likely to encounter in order to verify their ability to write.

Summative evaluation will measure the students' ability to express themselves orally on a given subject. Listening skills will not be measured as they are not taught independently, but rather as an integral part of the literacy program.

Evaluation tasks will involve a variety of functional, meaningful texts from real-life situations in order to verify their reading skills and to evaluate acquired content.

3 CONTENT AND SKILLS COVERED IN THE PROGRAM FOR PURPOSES OF SUMMATIVE EVALUATION

3.1 CONTENT

Speaking

- respect for the subject and instructions
- vocabulary
- sentence structure
- respect for sequencing
- intonation
- delivery

Reading

- meaning of words in context
- phonics
- syllabication
- root words
- content of information
- selection of information in the text
- alphabetical order

Writing

Spelling

- frequently used words
- common words with silent letters
- irregular plurals
- homophones

Mechanics and Grammar

- capitalization
- abbreviations
- punctuation
- verb tenses
- regular and irregular verbs
- subject/pronoun agreement

Written Production

- clear organization
- spelling
- punctuation
- sentence structure
- respect for the subject and indicated number of words

3.2 SKILLS

- **KNOWLEDGE**

Reading: The student will be able to use his/her knowledge of vocabulary to facilitate reading skills, transfer phonetic and syntax skills to read autonomously and recognize syllabication structures to read comprehensively.

Writing: The student will be able to spell basic high-frequency words and distinguish between homophones.

- **COMPREHENSION**

Reading: The student will be able to respond to specific questions based on a functional text.

Writing: The student will be able to understand certain elements of the mechanics of writing and grammar.

- **APPLICATION**

Speaking: The student will be able to give clear instructions or directions in response to a specific topic.

Reading: The student will be able to place words in alphabetical order.

Writing: The student will be able to express himself/herself clearly by writing in a specific mode, using correct length, spelling, grammar, punctuation, syntax and organizational skills in a written production.

4 TABLE OF DIMENSIONS

	SPEAKING 10%	READING 50%	WRITING 40%
KNOWLEDGE 35%		<ul style="list-style-type: none"> - meaning of words in context - phonics - syllabication - root words 	<u>Spelling</u> <ul style="list-style-type: none"> - frequently used words - common words with silent letters - irregular plurals - homophones
		(2) 25%	(5) 10%
COMPREHENSION 35%		<ul style="list-style-type: none"> - content of information - selection of information in the text 	<u>Mechanics and Grammar</u> <ul style="list-style-type: none"> - capitalization - abbreviations - punctuation - verb tenses - regular and irregular verbs - subject/pronoun agreement
		(3) 20%	(6) 15%
APPLICATION 30%	<ul style="list-style-type: none"> - respect for the subject and instructions - vocabulary - sentence structure - respect for sequencing - intonation and delivery 	<ul style="list-style-type: none"> - alphabetical order 	<u>Written Production</u> <ul style="list-style-type: none"> - clear organization - spelling - punctuation - sentence structure - respect for the subject and indicated number of words
	(1) 10%	(4) 5%	(7) 15%

5 OBSERVABLE BEHAVIOURS

Relative value of the items



Box numbers in the table of dimensions



SPEAKING (10%)

- (1) The student will be able to give clear instructions in 5 steps so that others may follow them.

The student will be able to:

- 2% - respect the subject and instructions;
- 2% - use appropriate vocabulary;
- 2% - use proper sentence structure;
- 2% - apply the correct sequence;
- 2% - use the correct intonation and delivery.

READING (50%)

- (2) Using a text of approximately 150 to 250 words that corresponds to a functional situation at a low-intermediate level, the student will be able to:

- 15% - define selected vocabulary words;
- 2% - recognize the different sounds made by the same letter (*g-hard/soft*);
- 2% - recognize the different combinations of letters that represent the same sound (*ph/f*);
- 3% - know syllabication;
- 3% - select root words;
- 20% (3) - respond, in short-answer format, to 10 basic comprehension questions;
- 5% (4) - place words in alphabetical order.

WRITING (40%)

Spelling (10%)

- (5) In a dictation of 24 functional vocabulary words, the student will be able to:

- 4% - spell frequently used words;
- 2% - spell common words with silent letters;
- 2% - spell irregular plurals.

Given 6 sentences, the student will be able to:

- 2% - distinguish between homophones (*your/you're*).

Mechanics and Grammar (15%)

(6) The student will be able to use:

- 1% - capitalization of lakes, rivers, oceans,
- 2% - capitalization of provinces, countries, continents,
- 1% - capitalization of calendar divisions,
- 1% - periods in abbreviations (*Mr.*, *Mrs.*),
- 1% - end punctuation,
- 2% - subject/pronoun agreement,
- 1% - the apostrophe in contractions,
- 1% - the apostrophe in possessives (*boy's/boys'*),
- 1% - present tense third person singular,
- 1% - past tense of regular verbs,
- 1% - past tense of irregular verbs,
- 1% - commas in addresses,
- 1% - commas in names and other words used in direct address (*Ann, are you...*).

Written Production (15%)

(7) In a writing sample of 25 to 50 words, the student will be able to:

- 3% - write a clearly organized postcard message;
- 3% - use correct spelling;
- 3% - use correct punctuation;
- 3% - use correct sentence structure;
- 3% - respect the subject and indicated number of words.

6 JUSTIFICATION OF CONTENT, SKILLS AND THEIR WEIGHTING

All the objectives chosen are measurable and observable objectives in the English program that are essential to functional production in English and form a foundation for acquisition at the next level.

At Step 2 the content and skills criteria are increased in difficulty to complement a low-intermediate level of acquisition.

Despite the fact that all the objectives in Step 2 of *A Guide to Customized Literacy Training, Book 2, English Literacy Objectives*, are related to a holistic approach, for summative evaluation purposes, the selected objectives reflect the desired progression of content and skill weighting for each step.

As a result, the **content** has been weighted as follows:

- Knowledge 35%
- Comprehension 35%
- Application 30%

The **skills** have been weighted as follows:

- Speaking 10%
- Reading 50%
- Writing 40%

7 DESCRIPTION OF THE EXAMINATION

7.1 Type of Examination

The examination consists of three parts, all of which must be undertaken by the student:

Part I	Speaking	10%
Part II	Reading	50%
Part III	Writing	40%
		<u>100%</u>

The writing segment of the examination is divided into three sections:

Spelling
Mechanics and Grammar
Written Production

7.2 Duration

Part I – Speaking

The total time allotted for preparation should be 45 minutes and the oral presentation should not exceed 1 minute and 30 seconds.

Part II – Reading

This part of the examination must be completed within 60 minutes.

Part III – Writing

The suggested length for each section should be as follows:

Spelling	A maximum of 30 minutes
Mechanics and Grammar	A maximum of 30 minutes
Written Production	A maximum of 30 minutes

7.3 Specific Condition

The use of a dictionary is permitted only during the written production segment of the examination.

7.4 Pass Mark

All parts of the examination must be undertaken by the student. The pass mark is 60% for the entire examination.

8 BIBLIOGRAPHY

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