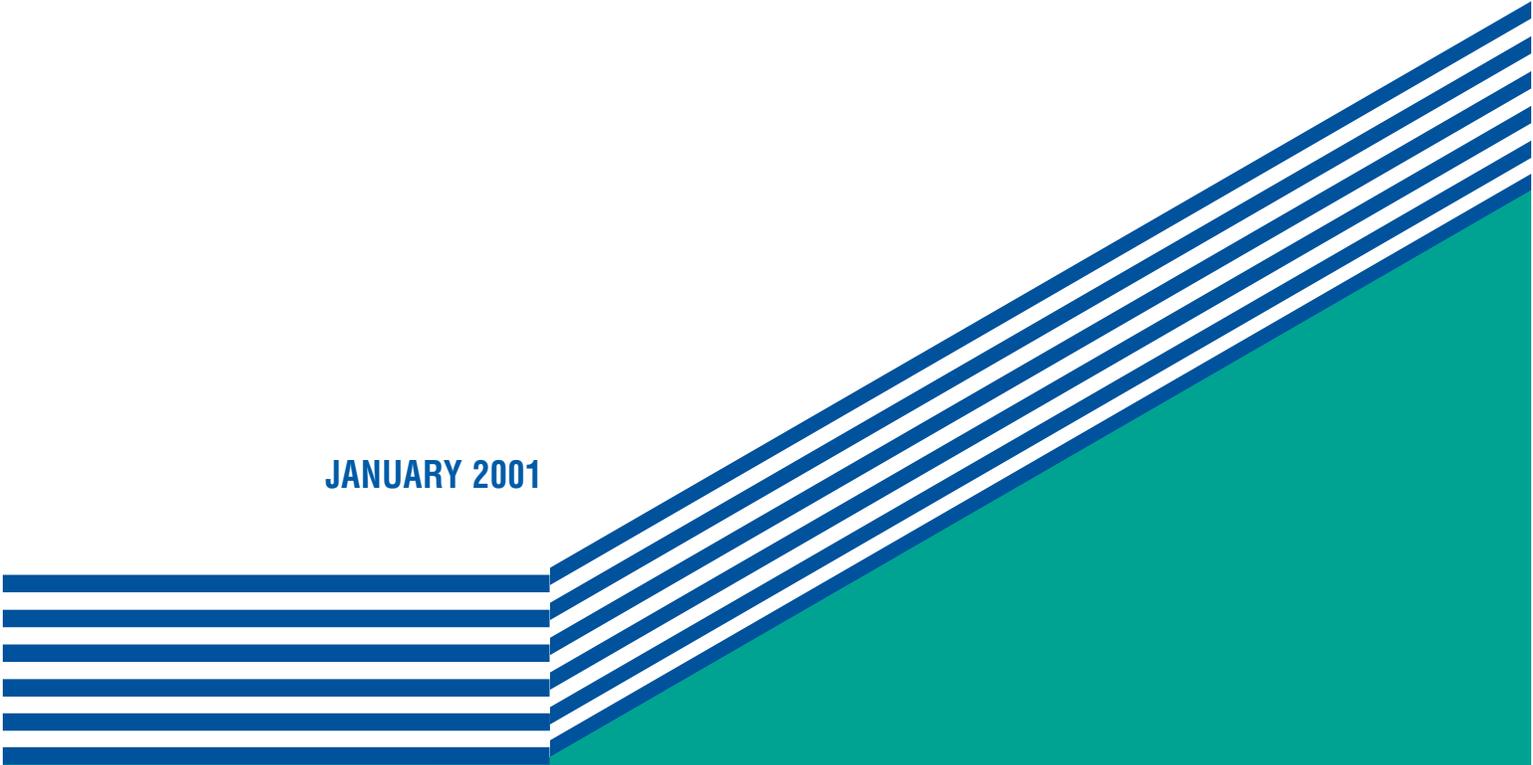


ENGLISH LITERACY

DEFINITION OF THE DOMAIN FOR SUMMATIVE EVALUATION

STEP 3

JANUARY 2001

A decorative graphic consisting of several parallel blue and white stripes. On the left, the stripes are horizontal. From a point labeled 'JANUARY 2001', the stripes transition into a series of parallel lines that rise diagonally towards the top right corner of the page. The area below these stripes is a solid teal color.

ENGLISH LITERACY

DEFINITION OF THE DOMAIN FOR SUMMATIVE EVALUATION

STEP 3

JANUARY 2001

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TABLE OF CONTENTS

1	Introduction	1
2	Program Orientations and Their Consequences for Summative Evaluation	2
3	Content and Skills Covered in the Program for Purposes of Summative Evaluation	3
	3.1 Content	3
	3.2 Skills	4
4	Table of Dimensions	5
5	Observable Behaviours	6
6	Justification of Content, Skills and Their Weighting	8
7	Description of the Examination	9
	7.1 Type of Examination	9
	7.2 Duration	9
	7.3 Specific Condition	9
	7.4 Pass Mark	9
8	Bibliography	10

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
- intonation
- delivery
- clear expression of ideas

Reading

- meaning of words in context
- phonics
- synonyms
- antonyms
- prefixes
- suffixes
- content of information
- selection of information in the text
- identification of the main idea

Writing

Spelling

- words pertaining to social and work settings
- words with silent letters
- unusual noun plurals
- homophones

Mechanics and Grammar

- capitalization
- punctuation
- subject/object pronouns
- adjectives/adverbs
- subject/verb agreement

Written Production

- style/format
- clear expression of ideas
- spelling
- capitalization and punctuation
- adherence to the subject and indicated number of words

3.2 SKILLS

- **KNOWLEDGE**

Reading: The student will be able to use his/her knowledge of word structures and sounds to facilitate reading comprehension, transfer knowledge of syntax and phonics to read autonomously and define word meaning and vocabulary by applying context cuing.

Writing: The student will be able to spell functional words used in social and work settings 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 a presentation on a given subject.

Reading: The student will be able to interpret the main point or message within the text.

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

4 TABLE OF DIMENSIONS

	SPEAKING 10%	READING 40%	WRITING 50%
KNOWLEDGE 30%		<ul style="list-style-type: none"> - meaning of words in context - phonics - synonyms - antonyms - prefixes - suffixes 	<u>Spelling</u> <ul style="list-style-type: none"> - words pertaining to social and work settings - words with silent letters - unusual noun plurals - homophones
		(2) 20%	(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 - punctuation - subject/object pronouns - adjectives/adverbs - subject/verb agreement
		(3) 15%	(6) 20%
APPLICATION 35%	<ul style="list-style-type: none"> - respect for the subject and instructions - vocabulary - sentence structure - intonation and delivery - clear expression of ideas 	<ul style="list-style-type: none"> - interpretation of main point or message within the text 	<u>Written Production</u> <ul style="list-style-type: none"> - style/format - clear expression of ideas - spelling - capitalization and punctuation - adherence to the subject and indicated number of words
	(1) 10%	(4) 5%	(7) 20%

5 OBSERVABLE BEHAVIOURS

Relative value of the items



Box numbers in the table of dimensions



SPEAKING (10%)

- (1) In an oral evaluation of 15 sentences, the student will be able to talk about something he/she has heard, seen or read.

The student will be able to:

- 2% - respect the subject and instructions;
- 2% - use appropriate vocabulary;
- 2% - use proper sentence structure;
- 2% - use correct intonation and delivery;
- 2% - express ideas clearly.

READING (40%)

- (2) Using a text of approximately 250 to 350 words that corresponds to a functional situation at an intermediate level, the student will be able to:

- 10% - define selected vocabulary words;
- 2% - identify synonyms;
- 2% - identify antonyms;
- 2% - recognize that different letter combinations may represent the same sound;
- 2% - identify prefixes;
- 2% - identify suffixes.

Using the same text, the student will be able to:

- 15% (3) - answer basic comprehension questions, using complete sentences;
- 5% (4) - interpret the main point or message within the text.

WRITING (50%)

Spelling (10%)

- (5) In a dictation of 32 functional vocabulary words, the student will be able to:

- 4% - spell words used in social and work settings;
- 2% - spell frequently used words containing silent letters;
- 2% - spell unusual noun plurals.

Given 8 sentences, the student will be able to:

- 2% - distinguish between homophones.

Mechanics and Grammar (20%)

(6) The student will be able to use:

- 2% - capitalization of proper nouns (*business*),
1% - capitalization of nouns of kinship (*Aunt -*),
1% - capitalization of titles of respect (*Dr.*),
2% - quotation marks in direct quotations,
3% - correct comma use for introductory words, phrases and complex sentences,
1% - periods in abbreviations (*etc.*),
1% - the apostrophe in contractions (*let's*),
2% - the apostrophe in possessives of irregular nouns (*women's*),
2% - the correct pronouns for subject/object,
3% - commonly misused adjectives and adverbs (*good/well, bad/badly*),
2% - agreement of subject and verb.

Written Production (20%)

(7) In a writing sample of 50 to 75 words, the student will be able to:

- 4% - write a personal letter, using correct style and format: address, date, salutation, body and closing;
4% - express himself/herself clearly;
4% - use correct spelling;
4% - use correct capitalization and punctuation;
4% - adhere to instructions.

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	40%
Part III	Writing	50%
		<hr/>
		100%

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 2 minutes.

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 45 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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