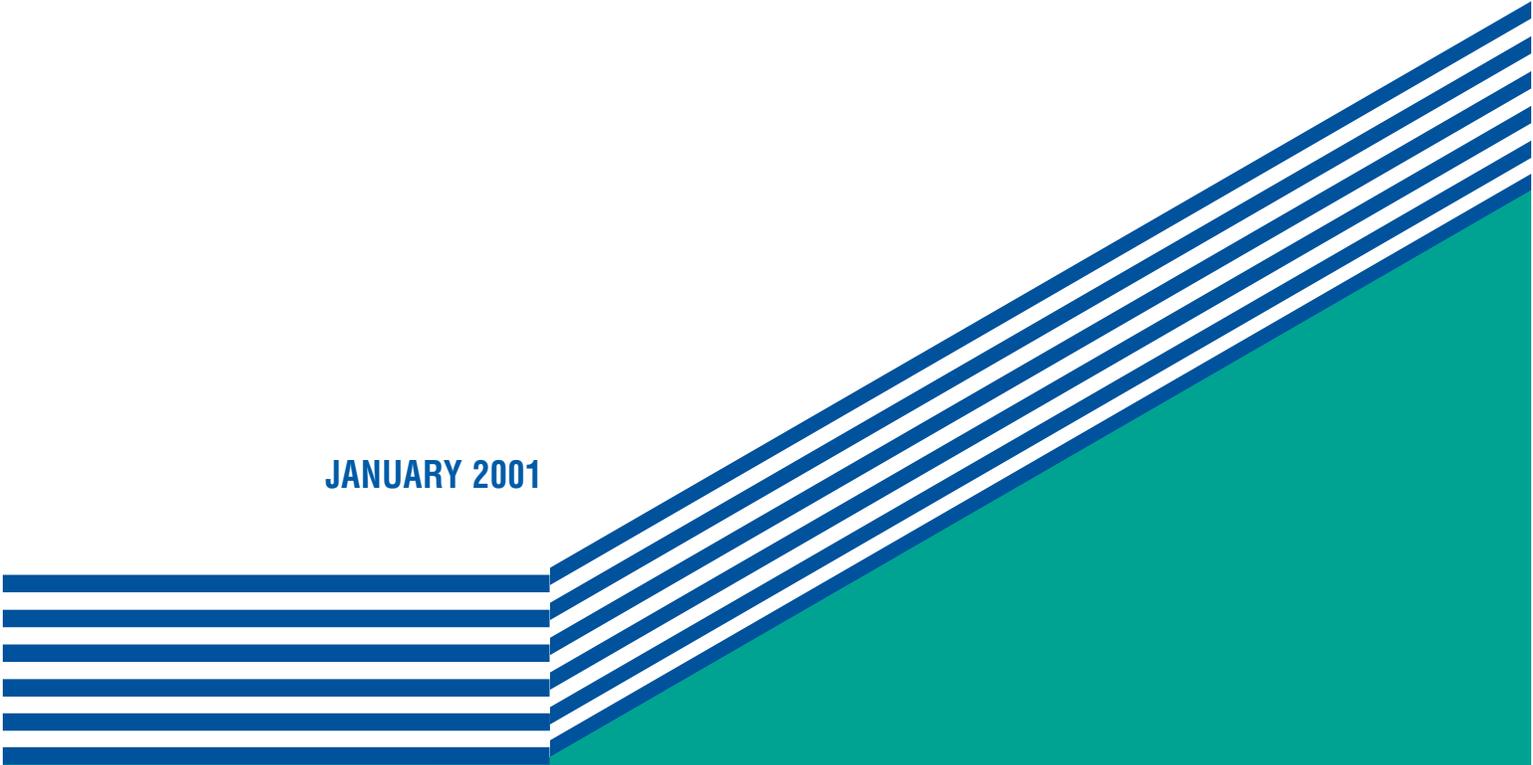


# ENGLISH LITERACY

## DEFINITION OF THE DOMAIN FOR SUMMATIVE EVALUATION

### STEP 4

JANUARY 2001



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## **DEFINITION OF THE DOMAIN FOR SUMMATIVE EVALUATION**

### **STEP 4**

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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
- intonation
- delivery
- organization of ideas

##### **Reading**

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

##### **Writing**

##### Spelling

- frequently used business words
- silent letters
- irregular plurals
- homophones

##### Mechanics and Grammar

- punctuation
- abbreviations
- subject/verb agreement
- adjectives/adverbs
- active/passive voice

##### Written Production

- tone
- format
- paragraph structure
- clear expression

## 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 prescribed 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 express an opinion on a social issue.

**Reading:** The student will be able to interpret the intent and purpose of a given text.

**Writing:** The student will be able to express opinions, respond to a set composition structure and show competency in the general rules of the English language by applying the correct punctuation, grammar, syntax, style and organization.

#### 4 TABLE OF DIMENSIONS

	<b>SPEAKING</b> <b>10%</b>	<b>READING</b> <b>30%</b>	<b>WRITING</b> <b>60%</b>
<b>KNOWLEDGE</b>  <b>25%</b>		<ul style="list-style-type: none"> <li>- meaning of words in context</li> <li>- phonics</li> <li>- root words</li> <li>- prefixes</li> <li>- suffixes</li> </ul> <p style="text-align: right;"><b>(2) 15%</b></p>	<u>Spelling</u> <ul style="list-style-type: none"> <li>- frequently used business words</li> <li>- silent letters</li> <li>- irregular plurals</li> <li>- homophones</li> </ul> <p style="text-align: right;"><b>(5) 10%</b></p>
<b>COMPREHENSION</b>  <b>30%</b>		<ul style="list-style-type: none"> <li>- content of information</li> <li>- selection of information in the text</li> </ul> <p style="text-align: right;"><b>(3) 10%</b></p>	<u>Mechanics and Grammar</u> <ul style="list-style-type: none"> <li>- punctuation</li> <li>- abbreviations</li> <li>- subject/verb agreement</li> <li>- adjectives/adverbs</li> <li>- active/passive voice</li> </ul> <p style="text-align: right;"><b>(6) 20%</b></p>
<b>APPLICATION</b>  <b>45%</b>	<ul style="list-style-type: none"> <li>- respect for the subject and instructions</li> <li>- vocabulary</li> <li>- sentence structure</li> <li>- intonation and delivery</li> <li>- organization of ideas</li> </ul> <p style="text-align: right;"><b>(1) 10%</b></p>	<ul style="list-style-type: none"> <li>- interpretation of the main point or message within the text</li> </ul> <p style="text-align: right;"><b>(4) 5%</b></p>	<u>Written Production</u> <ul style="list-style-type: none"> <li>- tone</li> <li>- format</li> <li>- paragraph structure</li> <li>- clear expression</li> </ul> <p style="text-align: right;"><b>(7) 30%</b></p>

## 5 OBSERVABLE BEHAVIOURS

Relative value of the items



Box numbers in the table of dimensions



### **SPEAKING (10%)**

- (1) The student will be able to express an opinion on a social issue in a 20-sentence, intermediate level oral discourse.

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% - use correct organization.

### **READING (30%)**

- (2) Using a text of approximately 350 to 500 words that corresponds to a thematic, functional situation at a high-intermediate level, the student will be able to:

- 7% - define selected vocabulary words in the context of the sentence;
- 2% - recognize that some letters may have more than one sound;
- 2% - recognize that different letter combinations may represent the same sound;
- 2% - select root words;
- 2% - select prefixes and suffixes.

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

- 10% (3) - answer basic comprehension questions, using complete sentences;
- 5% (4) - interpret the main point or message within the text.

### **WRITING (60%)**

#### **Spelling (10%)**

- (5) In a dictation of 40 functional vocabulary words, the student will be able to:

- 5% - spell frequently used functional words at a Step 4 level pertaining to business;
- 2% - spell common words with silent letters;
- 1% - spell irregular plurals.

Given 10 sentences, the student will be able to:

- 2% - distinguish between homophones.

**Mechanics and Grammar (20%)**

(6) The student will be able to use:

- 8% - correct punctuation: commas in parenthetical expressions, colon, semi-colon, hyphen, brackets and parentheses,  
3% - abbreviations, such as: companies, business terms, addresses, titles and measurements,  
3% - correct subject and verb agreement (*singular subject/singular verb*),  
3% - the correct adjective/adverb (*slow/slowly*),  
3% - the active and passive voice.

**Written Production (30%)**

(7) In a writing sample of 75 to 100 words, the student will be able to:

- 5% - write a letter of opinion or complaint, using a business letter format: address, date, salutation, body, closing, signature;  
10% - use paragraphs correctly: indenting, topic sentences, developmental sentences and concluding sentences;  
15% - express himself/herself clearly, adhering to standard spelling, mechanics and grammar.



## 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	30%
Part III	Writing	60%
		<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 3 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 60 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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