

SECONDARY ENGLISH FOR ADULT LEARNERS

(S.E.A.L.)

DEFINITION OF THE DOMAIN
FOR SUMMATIVE EVALUATION

LANGUAGE FOR CREATIVITY

ENG-2061-3

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INTRODUCTION

This definition of the domain for summative evaluation describes and classifies the essential and representative elements of the *Secondary English for Adult Learners (S.E.A.L.) Program of Study*. As such, it gives an overview of the program, but should by no means replace the program itself. The purpose of defining the domain is to ensure that all summative evaluation instruments are consistent with the overall program.

The goal of the definition of the domain for summative evaluation is 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.

1. PROGRAM ORIENTATIONS AND CONSEQUENCES FOR SUMMATIVE EVALUATION**Orientations**

The goal of the *Secondary English for Adult Learners Program of Study* is to help students learn to listen to, read, formulate orally and write various texts and messages that meet their communication needs.

The program is designed to encourage students to express their perceptions of the values conveyed in texts and messages.

The program is intended to help students develop language skills which are acquired progressively by means of a spiral curriculum. That is, the intermediate objectives are repeated in all courses in both comprehension and expression.

The program promotes the use of language resources to develop the students' ability to understand the meaning of the suggested texts and messages.

The program is designed so that students also use language resources to develop their skills in oral and written expression.

The program is designed to promote the students' comprehension and expression skills through the integration and reinvestment of learning.

Consequences

Summative evaluation will be based on real-life situations that make it possible to measure the students' ability to listen to, read, formulate orally and write various meaningful texts and messages.

Evaluation instruments will make it possible to measure the students' ability to establish links between their own values and those conveyed in texts and messages.

Given the spiral nature of the program's learning content, summative evaluation instruments for this course will take into account the expectations of prior courses.

Evaluation instruments will make it possible to measure the students' ability to use language resources to interpret and evaluate the meaning of texts and messages and to extrapolate from these texts and messages.

Evaluation will make it possible to measure the students' ability to use language resources in producing oral messages and written texts and in formulating responses.

When possible, evaluation will verify whether elements studied in comprehension are taken into account in expression and vice versa.

2. CONTENT OF THE PROGRAM FOR PURPOSES OF SUMMATIVE EVALUATION

General Objective The student will demonstrate an ability to understand and compose oral and written discourse intended to evoke aesthetic appreciation.

2.1. Skills and Content

Understanding oral discourse by listening to/viewing television or radio programs:

- to identify the content and purpose of the program
- to identify the elements of the media
- to respond appropriately to the program and the medium
- to appreciate the aesthetic qualities of the program

Understanding written discourse by reading short stories and one-act plays:

- to identify the conventions of the short story or one-act play
- to identify the elements of the specific reading
- to respond to the reading and the medium
- to appreciate the aesthetic qualities of the short story or one-act play

Composing oral discourse by recounting stories:

- to establish a context for the storytelling
- to shape the story and organize details appropriately
- to accommodate audience feedback throughout the storytelling
- to use appropriate verbal and non-verbal speech techniques
- to express an individual voice and style, using language appropriate to the context

Composing written discourse by engaging in creative writing:

- to establish a context of communication (given the assigned task)
- to provide materials intended to engage the audience
- to organize materials for desired effect
- to observe the conventions of the medium
- to use language and style in accordance with the task and with standard usage

2.2. Table of Dimensions

SKILLS / CONTENT	ELEMENTS OF DISCOURSE	COMMUNICATION STRATEGIES
Understanding Oral Discourse: Listening to/viewing television or radio programs 20%	<ul style="list-style-type: none"> • Context of communication • Construction of meaning • Conventions of the media (1) 10%	<ul style="list-style-type: none"> • Appropriate process of responding • Evaluation of discourse, using appropriate criteria (2) 10%
Understanding Written Discourse: Reading short stories and one-act plays 20%	<ul style="list-style-type: none"> • Context of communication • Construction of meaning • Conventions of the media (3) 10%	<ul style="list-style-type: none"> • Appropriate process of responding • Evaluation of discourse, using appropriate criteria (4) 10%
Composing Oral Discourse: Recounting stories, real or fictitious 30%	<ul style="list-style-type: none"> • Context of communication • Selection and development of ideas • Conventions of the medium (5) 15%	<ul style="list-style-type: none"> • Speaking, presentation techniques • Language appropriate to context • Individual voice and style (6) 15%
Composing Written Discourse: Engaging in creative writing (narrative, description, character sketch, poetry) 30%	<ul style="list-style-type: none"> • Context of communication • Selection and development of ideas • Organization of material (7) 15%	<ul style="list-style-type: none"> • Presentation of material • Language and style appropriate to context (8) 15%
Weighting 100%	50%	50%

3. OBSERVABLE BEHAVIOURS

Dimension 1: Elements of Discourse

In listening to/viewing television or radio programs, the student should be able to:

- (Context of communication)
 - establish the speaker's/author's purpose for communicating;
 - recognize the dominant mood or atmosphere of the program;
 - identify the devices used to achieve effect (e.g., humour, suspense, contrast, irony, mood, characterization);
 - outline the sequence of plot development;
- (Construction of meaning)
 - understand the literal content of the program;
 - identify elements of content (e.g., identify the main character and secondary character(s) and their motivation, the effect of setting, etc.);
- (Conventions of the media)
 - recognize elements of the medium (television or radio) that influence interpretation and convey meaning (e.g., camera work, lighting, sound effects, movement, editing, speech characteristics, setting: actual or implicit).

Dimension 2: Communication Strategies

In listening to/viewing television or radio programs, the student should be able to:

- (Appropriate process of responding)
 - respond to the poetic function of language;
 - respond with intellectual and emotional participation;
 - record or note his/her responses;
- (Evaluation of discourse, using appropriate criteria)
 - appreciate the aesthetic qualities of the program;
 - make aesthetic judgments about the program and the experience of listening/viewing.

Dimension 3: Elements of Discourse

In reading short stories and one-act plays, the student should be able to:

- (Context of communication)
 - establish the author's purpose for communicating;
 - recognize the dominant mood or atmosphere the reading inspires in the reader;
 - understand the general structure of the story or play as it relates to genre (i.e., tragedy, comedy, romance);
 - select details that contribute to characterization and to conflict;
 - make inferences beyond literal details;
- (Construction of meaning)
 - understand the motivation of the main character(s);
 - identify the central conflict and its resolution;
 - state the theme and/or purpose of the story or play;
- (Conventions of the media)
 - identify basic elements of the short story or one-act play (e.g., setting, plot sequence, characterization);
 - recognize specific techniques of the reading to achieve its purpose (e.g., humour, suspense, contrast, irony, flashback).

Dimension 4: Communication Strategies

In reading short stories and one-act plays, the student should be able to:

- (Appropriate process of responding)
 - respond to the poetic function of language;
 - respond in an individual way;
- (Evaluation of discourse, using appropriate criteria)
 - evaluate the devices used to achieve effect;
 - recognize the style of the story or play and its relation to theme/purpose;
 - evaluate the aesthetic qualities of the reading.

Dimension 5: Elements of Discourse

In recounting stories, real or fictitious, the student should be able to:

- (Context of communication)
 - select a story appropriate to the purpose (i.e., to interest, to entertain, to stimulate thought and emotions, etc.);
 - select a story whose length and level of difficulty are appropriate to the occasion (audience and setting);
 - select details that have vitality and audience interest;
 - establish rapport between speaker and listener(s);
 - invite group participation, if appropriate;
- (Selection and development of ideas)
 - tell a story that is important to the teller and of potential interest to the audience;
 - shape the story to meet the needs of the audience;
- (Conventions of the medium)
 - organize the events of the story so as to engage the audience (e.g., give appropriate and varied emphasis to establishing time-order sequence, to creating setting, to unifying the elements as a whole).

Dimension 6: Communication Strategies

In recounting stories, real or fictitious, the student should be able to:

- (Speaking and presentation techniques)
 - use a variety of techniques to bring the story to life for the audience (e.g., voice inflections and pauses; modulated pitch and intonation; imagery, rhyme, repetition; appropriate gestures and facial expressions);
 - respond to verbal and non-verbal feedback, given or perceived;
- (Language appropriate to context)
 - use language that is appropriate to the situation (i.e., formal or somewhat colloquial) and with the precision required by context and content;

- (Individual voice and style)
 - assume an individual voice in delivery and material;
 - evaluate his/her own presentation, using available feedback and appropriate criteria.

Dimension 7: Elements of Discourse

In engaging in creative writing (narrative, description, character sketch, or poetry), the student should be able to:

- (Context of communication)
 - establish a purpose for the communication (i.e., to entertain, influence, stimulate emotions or thoughts, etc.);
 - identify the needs/interests of the reader(s);

For narrative

 - provide background details for setting, character and plot;
 - provide details and/or inferences that give coherence and theme to the narrative;

For description

 - supply sensory details appropriate to the desired effect;
 - highlight key details to create overall impression;

For character sketch

 - select a person, real or imagined, in which he/she is interested or someone whom he/she has observed carefully;
 - provide a situation in which the character is seen;

For poem

 - select a life situation from his/her own experience or from someone he/she has observed, but one which involves some emotion such as pain, joy, love;
- (Selection and development of ideas)
 - For narrative**

 - highlight significant episode(s) to emphasize ideas;
 - expand or elaborate through detail to tell the reader(s) what the story is about, what happens, why, when, who is involved, where events take place;
 - For description**

 - use a point of view to achieve the desired effect;
 - For character sketch**

 - use words and phrases which help the reader to imagine what the character is like;

For poem

- give enough detail for reader(s) to identify the situation;
- try to make the feelings genuine;

- (Organization of material)

For narrative

- present a sequence of events in time using a structure and point of view to give coherence to the events;

For description

- arrange details in an observable order (i.e., spatial, emphatic, etc.);

For character sketch

- provide sufficient detail about the person and organize the details for the desired effect;

For poem

- present the chosen experience in rhymed or free verse.

Dimension 8: Communication Strategies

In engaging in creative writing (narrative, description, character sketch, or poetry), the student should be able to:

- (Presentation of material)

For narrative

- integrate the various elements of the story to produce the desired effect;
- take a point of view in relation to the intended effect of the story;

For description

- use a point of view to achieve the desired effect;

For character sketch

- take a point of view in relation to the character (e.g., observer, participant, etc.);

For poem

- give phrases a musical form corresponding to the feeling expressed and the details presented;

- (Language and style appropriate to context)

- choose language that gives vitality and continuing interest to the writing;
- for poems especially, choose words carefully to make the expression brief and precise;
- conform with the conventions of spelling, punctuation and grammar.

4. JUSTIFICATION OF CHOICES

The skills and content being evaluated in this examination correspond to the specific objectives of the *S.E.A.L.* program for English 2061-3. The elements listed in sections 2 and 3 of this document correspond to the indicators for these objectives and will assist in preparing summative evaluations.

The Table of Dimensions shows that the composing of oral discourse and the composing of written discourse have been given more weighting. This is because both of these components are more demanding of the adult learner.

You will also note that some indicators in the program have not been included as observable behaviours. This is due to the nature of the examination, the time element and the materials available.

5. DESCRIPTION OF THE EXAMINATION

5.1. Type of Examination

This examination consists of four parts, all of which must be undertaken by the student:

Part I - Understanding Oral Discourse (Listening)	20%
Part II - Composing Oral Discourse (Speaking)	30%
Part III - Understanding Written Discourse (Reading)	20%
Part IV - Composing Written Discourse (Writing)	<u>30%</u>
	100%

The nature of the examination should be an authentic context of communication with receiver/sender, process/meaning.

Part I (Listening)

The first segment of the examination consists in listening to/viewing a television or radio program and then responding to examination items. The listening or viewing may be organized, using either of two methods:

- a) prior to the examination, the student will focus on a specific television or radio program designated by the teacher and keep detailed notes regarding the listening/viewing experience; **or**
- b) the class of students will listen to a taped radio program or view a videotape of a television program.

The student, immediately following the program or at a designated date, will respond to examination items on the qualities of the program. Excluding the listening/viewing time, the formal examination should not exceed one hour.

If the segment is designated for listening/viewing at home, the student may bring personal notes (initialed by the teacher) to the examination room for this part only. These notes must be handed in with the student answer booklet, but will not be evaluated.

The examination items (questions or tasks) should elicit responses that are multiple choice, short answer or open ended in nature.

These items will be designed to elicit skills and understandings outlined in dimensions 1 and 2 of the Table of Dimensions and of the Observable Behaviours.

Part II (Speaking)

The second segment of the examination consists in recounting a real or fictitious story. The student will be given time to prepare his/her presentation. During the actual storytelling, the student may refer to his/her personal notes, but should not read directly from them.

The student should be given a choice of tasks as the principal content for storytelling. Suggested topics for storytelling:

- a) draw on the listening part of the examination (Part I). For example, the student may be asked to assume the voice of a character from the radio or television program and to carry the story further on in time; or to tell about some background events in the life of a character in the program; or to retell part of the plot of the program but give it a different ending; **or**
- b) tell a narrative arising out of personal experience. For example, the student may tell about a memorable event in his/her life, about an event that changed the course of his/her life, about something unusual he/she witnessed, or retell a human interest "news" story and include his/her own comments.

Suggested length of individual presentation: 3-5 minutes.

The items for this section will be designed to elicit skills and understandings outlined in dimensions 5 and 6 of the Table of Dimensions and of the Observable Behaviours.

Part III (Reading)

The student will be asked to read a short story or a one-act play of 500-800 words and respond to examination items.

The examination items (questions or tasks) should elicit responses that are multiple choice, short answer or open ended in nature.

These items will be designed to elicit skills and understandings outlined in dimensions 3 and 4 of the Table of Dimensions and of the Observable Behaviours.

Part IV (Writing)

The student will be required to engage in creative writing of 150-200 words designed to evoke an aesthetic response (narrative, description, character sketch or poetry).

At least two choices should be offered as the focus for writing. One of the tasks may be based on material in Part III (short story or one-act play) of this examination.

The writing will be evaluated according to criteria provided by the teacher. The student will be asked for a general outline, but only the final product will be evaluated.

The items for this section will be designed to elicit skills and understandings outlined in dimensions 7 and 8 of the Table of Dimensions and of the Observable Behaviours.

5.2. Examination Parameters

Part I (Listening) - In a formal examination setting: 1 hour

Part II (Speaking) - In the classroom: 3-5 minutes for each presentation

Part III (Reading) - In a formal examination setting: 1 hour

Part IV (Writing) - In a formal examination setting: 1 hour

5.3. Pass Mark

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

5.4. Specific Conditions

- An English dictionary and/or thesaurus should be made available to the student during the examination.
- No other reference material may be brought to the examination room.

