

SECONDARY ENGLISH FOR ADULT LEARNERS

(S.E.A.L.)

DEFINITION OF THE DOMAIN
FOR SUMMATIVE EVALUATION

LANGUAGE TO INFORM

ENG-3061-3

MARCH 1998

SECONDARY ENGLISH FOR ADULT LEARNERS

(S.E.A.L.)

**DEFINITION OF THE DOMAIN
FOR SUMMATIVE EVALUATION**

LANGUAGE TO INFORM

ENG-3061-3

MARCH 1998

© Gouvernement du Québec
Ministère de l'Éducation, 1998 — 97-1167

ISBN 2 - 550 - 32836-1

Dépôt légal — Bibliothèque nationale du Québec, 1998

TABLE OF CONTENTS

Introduction	1
1. Program Orientations and Consequences for Summative Evaluation	2
2. Content of the Program for Purposes of Summative Evaluation	3
2.1. Skills and Content	3
2.2. Table of Dimensions	4
3. Observable Behaviours	5
4. Justification of Choices	9
5. Description of the Examination	10
5.1. Type of Examination	10
5.2. Examination Parameters	11
5.3. Pass Mark	11
5.4. Specific Conditions	11

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 inform.

2.1. Skills and Content

Understanding oral discourse by listening to/viewing documentaries:

- to identify the context of communication
- to construct meaning from the documentary
- to show familiarity with the conventions of the medium
- to evaluate the documentary, using appropriate criteria
- to recognize techniques used to achieve the purpose

Understanding written discourse by reading newspaper and magazine articles:

- to identify the writer's context of communication
- to construct meaning from the message
- to criticize the writer's tone and its effect
- to show familiarity with connotative meaning
- to give a personal consideration of the text

Composing oral discourse by participating in discussions to exchange information:

- to establish a context of communication
- to construct meaning by using a suitable organizational pattern
- to use a variety of devices according to the conventions of the discourse
- to use language appropriate to the context
- to engage the audience by means of verbal and non-verbal feedback

Composing written discourse by writing informative texts:

- to establish a context of communication
- to develop ideas with supporting details
- to construct meaning by using an appropriate organizational pattern
- to use tone and diction appropriately, with correct usage

2.2. Table of Dimensions

SKILLS / CONTENT	ELEMENTS OF DISCOURSE	COMMUNICATION STRATEGIES
Understanding Oral Discourse: Listening to/viewing documentaries 20%	<ul style="list-style-type: none"> Context of communication Construction of meaning Conventions of the medium (1) 12%	<ul style="list-style-type: none"> Evaluation of documentary, using appropriate criteria Language and style appropriate to context (2) 8%
Understanding Written Discourse: Reading newspaper and magazine articles 25%	<ul style="list-style-type: none"> Context of communication Construction of meaning Critical appreciation (3) 15%	<ul style="list-style-type: none"> Familiarity with connotative meaning Personal consideration of text (4) 10%
Composing Oral Discourse: Participating in discussions to exchange information 30%	<ul style="list-style-type: none"> Context of communication Selection and development of ideas Conventions of the discourse (5) 18%	<ul style="list-style-type: none"> Language and style appropriate to context Personal engagement with audience (6) 12%
Composing Written Discourse: Writing informative texts 25%	<ul style="list-style-type: none"> Context of communication Development of ideas Construction of ideas (7) 18%	<ul style="list-style-type: none"> Language and style appropriate to context (8) 7%
Weighting 100%	63%	37%

3. OBSERVABLE BEHAVIOURS

Dimension 1: Elements of Discourse

In listening to/viewing documentaries, the student should be able to:

- (Context of communication)
 - determine the speaker's purpose and point of view;
 - identify the main idea/topic of the documentary;
 - distinguish between main points and supporting details;
 - respond to the informative function of language;
- (Construction of meaning)
 - distinguish fact from opinion, relevant from irrelevant information;
 - detect bias and prejudice;
 - recognize fallacies (e.g., hearsay evidence, snap judgment);
 - follow the pattern of organization (e.g., logical order, comparison/contrast, specific illustrations);
- (Conventions of the medium)
 - recognize elements of the medium (TV, radio) that influence interpretation and convey meaning (e.g., lighting, sound, setting).

Dimension 2: Communication Strategies

In listening to/viewing documentaries, the student should be able to:

- (Evaluation of documentary, using appropriate criteria)
 - evaluate the techniques of an information-oriented production (e.g., clarity and precision of the presentation, tone of language, pace);
 - question what is said and the worth of the ideas presented;
 - use personal experience and previous knowledge to evaluate;
- (Language and style appropriate to context)
 - make inferences from ideas presented;
 - evaluate the techniques used to achieve the purpose.

Dimension 3: Elements of Discourse

In reading newspaper and magazine articles, the student should be able to:

- (Context of communication)
 - identify the kind of article being read (e.g., personal experience, biographical essay, topical issue essay);
 - identify the subject or main idea being presented;
 - determine the author's purpose (e.g., to explain, entertain, influence);
- (Construction of meaning)
 - identify the pattern of organization of material;
 - evaluate the techniques used to achieve the purpose (e.g., anecdote, dialogue, humour, irony);
- (Critical appreciation)
 - identify the writer's tone and its effect on the reader;
 - judge the validity of facts, events and ideas;
 - comment on the competence of the writer on the subject.

Dimension 4: Communication Strategies

In reading newspaper and magazine articles, the student should be able to:

- (Familiarity with connotative meaning)
 - examine facts, events and ideas by separating fact from fiction, discriminating between relevant and irrelevant information;
 - check facts, events, and ideas by recognizing unstated assumptions, cause and effect, causal relations;
- (Personal consideration of text)
 - make inferences and draw conclusions from given data.

Dimension 5: Elements of Discourse

In participating in discussions to exchange information, the student should be able to:

- (Context of communication)
 - establish a purpose for the discussion;
 - select a subject appropriate to the purpose and audience;
- (Selection and development of ideas)
 - use an organizational pattern suited to the purpose and audience (e.g., chronological order, cause and effect, logical development);
 - develop the main point by a variety of devices (e.g., analogy, examples, reasons);
- (Conventions of the discourse)
 - use a variety of devices to convey information effectively (e.g., paraphrasing or repeating major points, defining important concepts, using transition words or phrases to indicate stages of development).

Dimension 6: Communication Strategies

In participating in discussions to exchange information, the student should be able to:

- (Language and style appropriate to context)
 - speak clearly and audibly;
 - use degree of precision in language required by the context;
- (Personal engagement with audience)
 - accommodate the responses of others in confirming or reshaping his/her own ideas;
 - respond to verbal and non-verbal feedback;
 - involve other members of the group by inviting contributions, responding to suggestions, asking questions.

Dimension 7: Elements of Discourse

In writing informative texts, the student should be able to:

- (Context of communication)
 - explain the purpose/consider the audience;
 - determine the kinds of information needed (who, what, when, where, why);
- (Development of ideas)
 - provide supporting evidence;
 - check accuracy of all information being used;
- (Construction of ideas)
 - decide which facts/information to be included;
 - select an organizational pattern appropriate to the purpose of the report (e.g., main idea or summary first, most important details next, least important details last).

Dimension 8: Communication Strategies

In writing informative texts, the student should be able to:

- (Language and style appropriate to context)
 - use diction and style appropriate to the task;
 - document sources reliably;
 - 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 3061-3. 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 of these skills.

The Table of Dimensions shows that the composing of oral discourse has been given the highest single weighting. This is because the skills needed in oral discourse at this level of the *S.E.A.L.* program are considered the foundation for the subsequent levels. The combined value of the speaking and listening components is equal to the combined value of the reading and writing components, as the student is expected to use appropriate communication strategies to convey effectively his/her own oral and written messages, as well as to show a recognition of such strategies in the messages of others.

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 three 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)	25%
Composing Written Discourse (Writing)	<u>25%</u>
	100%

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

Part I (Listening)

The student will listen to or view one or two documentaries provided by the teacher and then respond to examination items.

Suggested length of total listening/viewing time: 20 minutes.

The student should take notes during the listening/viewing session and refer to them when responding to the examination items. These notes must be handed in along with the student answer booklet on completion of the examination, but will not be evaluated.

The examination items (questions or short 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 student will participate in a discussion by presenting information in an organized way, based on a topic of his/her choice. The student will engage other members of the group by soliciting their input, by responding to their suggestions and by asking questions. The student may refer to his/her personal notes, but should not read directly from them.

Suggested length of discussion: 4-5 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 and Writing)

In **Section I** of this examination, the student will be given **two** informative texts to read. These could be newspaper or magazine articles, each about 250 words in length. The student will be expected to respond to examination items on each text.

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

The items for this section will be designed to elicit skills and understandings outlined in Dimensions 3 and 4 of the Table of Dimensions and of the Observable Behaviours.

In **Section II**, the student will be asked to write an informative report of approximately 250-300 words as a summary of factual information, using one or both of the previous texts as the research material from which to draw. References to the text(s) should be given according to standard documentation procedure.

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: 4-5 minutes for each presentation |
| Part III (Reading & Writing) | - In a formal examination setting: 2 hours |

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.

