

ENGLISH LITERACY

DEFINITION OF THE DOMAIN FOR SUMMATIVE EVALUATION

STEP 1

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
- intonation
- delivery
- clear expression of ideas and convincing statements

Reading

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

Writing

Spelling

- basic high-frequency words
- noun plurals
- homophones

Mechanics and Grammar

- punctuation
- capitalization
- abbreviations
- conjunctions
- subject/predicate agreement

Written Production

- development of ideas
- spelling
- capitalization and punctuation
- writing and letter formation
- word spacing
- adherence to instructions

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 use phonics and syntax skills and the understanding of mechanics and grammar to comprehend the information in a short text.

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

- **APPLICATION**

Speaking: The student will be able to express his/her opinion orally on a given subject.

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, punctuation and organization.

4 TABLE OF DIMENSIONS

	SPEAKING 10%	READING 60%	WRITING 30%
KNOWLEDGE 45%		- meaning of words in context - phonics - syllabication - suffixes	<u>Spelling</u> - basic high-frequency words - noun plurals - homophones
		(2) 35%	(5) 10%
COMPREHENSION 30%		- content of information - selection of information in the text	<u>Mechanics and Grammar</u> - punctuation - capitalization - abbreviations - conjunctions - subject/predicate agreement
		(3) 20%	(6) 10%
APPLICATION 25%	- respect for the subject and instructions - vocabulary - sentence structure - intonation and delivery - clear expression of ideas and convincing statements	- alphabetical order	<u>Written Production</u> - development of ideas - spelling - capitalization and punctuation - writing and letter formation - word spacing - adherence to instructions
	(1) 10%	(4) 5%	(7) 10%

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 his/her opinion in 5 sentences on a topic of general interest.

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% - provide clear, convincing statements.

READING (60%)

- (2) Using a text of approximately 100 to 150 words that corresponds to a functional situation at a low level, the student will be able to:

- 15% - define selected vocabulary words;
- 5% - distinguish between long and short vowel sounds;
- 5% - recognize that different letter combinations may represent the same sounds (*sun/one*);
- 5% - understand and apply syllabication;
- 5% - identify suffixes.

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

- 20% (3) - respond, in short-answer format, to 10 basic comprehension questions;
- 5% (4) - place words in alphabetical order.

WRITING (30%)

Spelling (10%)

- (5) In a dictation of 16 functional vocabulary words, the student will be able to:

- 6% - spell basic frequently used words;
- 2% - spell common plural nouns.

Given 4 sentences, the student will be able to:

- 2% - distinguish between homophones (*their, there, they're*).

Mechanics and Grammar (10%)

(6) The student will be able to use:

- 1% - capitalization at the beginning of a sentence,
- 1% - capitalization of proper nouns (*names, days of the week, months of the year and cities*),
- 1% - end punctuation,
- 1% - commas in a series,
- 1% - commas in dates,
- 1% - periods in abbreviations for days of the week and months of the year (*Mon., Feb.*),
- 1% - the apostrophe in contractions (*I'm*),
- 1% - the apostrophe in singular possessives (*boy's*),
- 1% - conjunctions (*and, but, so, because*),
- 1% - subject/predicate agreement.

Written Production (10%)

(7) In a writing sample of 15 to 25 words, the student will be able to:

- 2% - write a clear, accurate informal invitation, advertisement or explanation;
- 2% - use correct spelling;
- 2% - use correct capitalization and punctuation;
- 2% - write clearly with correct word spacing;
- 2% - adhere to instructions.

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 1 the content and skills criteria are selected at a low level to complement acquisition.

Despite the fact that all the objectives in Step 1 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 | 45% |
| - Comprehension | 30% |
| - Application | 25% |

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

- | | |
|------------|-----|
| - Speaking | 10% |
| - Reading | 60% |
| - Writing | 30% |

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	60%
Part III	Writing	30%
		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 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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