

SECONDARY ENGLISH FOR ADULT LEARNERS

(S.E.A.L.)

DEFINITION OF THE DOMAIN
FOR SUMMATIVE EVALUATION

LANGUAGE IN EVERYDAY LIFE

ENG-1061-3

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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	Consequences
The goal of the <i>Secondary English for Adult Learners Program of Study</i> is to help students learn to listen to, read, formulate orally and write various texts and messages that meet their communication needs.	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.
The program is designed to encourage students to express their perceptions of the values conveyed in 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.
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.	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.
The program promotes the use of language resources to develop the students' ability to understand the meaning of the suggested texts and messages.	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.
The program is designed so that students also use language resources to develop their skills in oral and written expression.	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.
The program is designed to promote the students' comprehension and expression skills through the integration and reinvestment of learning.	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 influence action.

2.1. Skills and Content

Understanding oral discourse by listening to oral messages and instructions:

- to identify the context of communication
- to identify the techniques used in conveying messages and instructions
- to respond to elements of the medium
- to evaluate the medium, using appropriate criteria

Understanding written discourse by reading instruction manuals:

- to identify the context of communication
- to select and organize information
- to show familiarity with terminology used in the medium
- to discriminate between the kinds of information included

Composing oral discourse by explaining a process orally and by formulating and giving messages orally:

- to establish a context of communication
- to provide relevant details
- to interact with group members
- to use appropriate verbal and non-verbal techniques
- to use an individual voice and style

Composing written discourse by writing instructions and directions:

- to determine the purpose of communication
- to select details relevant to the purpose
- to organize information
- to present the material effectively
- to use language and style in accordance with standard conventions

2.2. Table of Dimensions

SKILLS / CONTENT	ELEMENTS OF DISCOURSE	COMMUNICATION STRATEGIES
Understanding Oral Discourse: Listening to oral messages and instructions 20%	• Context of communication • Conventions of the medium • Construction of meaning (1) 10%	• Evaluation of discourse, using appropriate criteria (2) 10%
Understanding Written Discourse: Reading instruction manuals 20%	• Context of communication • Conventions of the medium • Construction of meaning (3) 10%	• Evaluation of discourse, using appropriate criteria (4) 10%
Composing Oral Discourse: Explaining a process orally and formulating and giving messages orally 30%	• Context of communication • Conventions of the medium • Selection and development of ideas (5) 15%	• Language and style appropriate to context • Evaluation of discourse, using appropriate criteria (6) 15%
Composing Written Discourse: Writing instructions and directions 30%	• Context of communication • Conventions of the medium • Selection and development of ideas (7) 15%	• Language and style appropriate to context • Evaluation of discourse, using appropriate criteria (8) 15%
Weighting 100%	50%	50%

3. OBSERVABLE BEHAVIOURS

Dimension 1: Elements of Discourse

In listening to oral messages and instructions, the student should be able to:

- (Context of communication)
 - establish the speaker's purpose for communicating;
 - recognize the context of communication (e.g., message, instructions);
 - recognize the organizational structure in the spoken discourse;
- (Conventions of the medium)
 - recognize the speaker's use of tone, inflection, pace and volume;
- (Construction of meaning)
 - follow oral instructions;
 - use context clues to find meaning;
 - recall significant details accurately.

Dimension 2: Communication Strategies

In listening to oral messages and instructions, the student should be able to:

- (Evaluation of discourse, using appropriate criteria)
 - evaluate the discourse for clarity and effectiveness;
 - evaluate the discourse for precise language;
 - evaluate the discourse for organizational structure.

Dimension 3: Elements of Discourse

In reading instruction manuals, the student should be able to:

- (Context of communication)
 - establish the writer's purpose for communicating;
 - recognize the context of communication;
 - recognize specific details;
 - recognize the procedure being described;

- (Conventions of the medium)
 - recognize the organizational pattern used by the writer (cue words, key words, etc.);
 - revise the message for clarity, degree of precision and appropriateness of audience;
- (Construction of meaning)
 - use context clues to find meaning;
 - use illustration clues to find meaning;
 - distinguish between relevant and irrelevant information.

Dimension 4: Communication Strategies

In reading instruction manuals, the student should be able to:

- (Evaluation of discourse, using appropriate criteria)
 - evaluate the instructions for clarity and effectiveness;
 - evaluate the instructions for organizational structure;
 - evaluate the instructions for relevant and irrelevant information.

Dimension 5: Elements of Discourse

In explaining a process orally and in formulating and giving messages orally, the student should be able to:

- (Context of communication)
 - establish a purpose for the explanation or message;
 - recognize the context of communication (e.g., message or explanation);
 - group the major steps in the process into specific areas to organize and emphasize them;
 - present the message or explanation;
- (Conventions of the medium)
 - choose the appropriate form for the medium (e.g., message or explanation);
 - choose the specific facts/information;
 - paraphrase or repeat essential information;
 - use transition words or phrases to indicate sequence;

- (Selection and development of ideas)
 - choose a process that he/she knows well and that the audience is interested in;
 - organize the necessary information in the chosen form;
 - revise the information for clarity, fluency, degree of precision and appropriateness of audience.

Dimension 6: Communication Strategies

In explaining a process orally and in formulating and giving messages orally, the student should be able to:

- (Language and style appropriate to context)
 - use language appropriate to the situation;
 - assume an individual voice;
 - speak audibly, clearly and fluently;
 - use a variety of devices to convey information effectively (i.e., paraphrasing or repeating essential information, using transition words or phrases to indicate sequence);
 - use appropriate gestures and facial expressions;
- (Evaluation of discourse, using appropriate criteria)
 - evaluate the effectiveness of his/her presentation, using audience feedback;
 - revise the presentation for clarity, coherence and precision of language.

Dimension 7: Elements of Discourse

In writing instructions and directions, the student should be able to:

- (Context of communication)
 - establish a purpose for writing;
 - communicate a thorough knowledge of the information to be given;
 - provide a frame of reference for the information, if necessary;
- (Conventions of the medium)
 - organize the material sequentially;
 - assume an individual voice;
 - use simple illustrations, if appropriate or necessary;

- (Selection and development of ideas)
 - convey meaning through appropriate form;
 - use simple illustrations, if necessary;
 - organize the material for a clear and complete understanding of the information.

Dimension 8: Communication Strategies

In writing instructions and directions, the student should be able to:

- (Language and style appropriate to context)
 - adopt a style and diction that are clear and accessible to the audience;
 - assume an individual voice;
 - conform with the conventions of spelling, punctuation and grammar;
- (Evaluation of discourse, using appropriate criteria)
 - evaluate his/her written discourse for clarity and effectiveness;
 - evaluate the organizational pattern of the written discourse.

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 1061-3. 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

The 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 sender/receiver, purpose/meaning.

Part I (Listening)

The student will listen to two messages or instructions and respond to examination items.

Suggested length of each message: a maximum of 2 minutes to be played twice.

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 formulate and give a message or explain a process orally for a specific audience. The student will be given time to prepare his/her presentation. During the presentation, the student may refer to his/her personal notes, but should not read directly from them. Evaluation will be based only on the oral presentation and not on the student's personal notes.

Suggested length of individual oral discourse: 3-4 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 given a text from an instruction manual to read. The text will be about 150-200 words in length. The student will be expected to respond to examination items.

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 3 and 4 of the Table of Dimensions and of the Observable Behaviours.

Part IV (Writing)

The student will be asked to write a set of instructions or directions for a specific audience. The instructions or directions should be between 150 and 200 words in length.

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: 3-4 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.

