

SECONDARY ENGLISH FOR ADULT LEARNERS

(S.E.A.L.)

DEFINITION OF THE DOMAIN
FOR SUMMATIVE EVALUATION

LANGUAGE FOR COMMENT
AND PERSUASION

ENG-3062-3

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Ministère de l'Éducation, 1998 — 98-0038

ISBN 2 - 550 - 32966-X

Legal Deposit — Bibliothèque nationale du Québec, 1998

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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 influence action, behaviour or opinion.

2.1. Skills and Content

Understanding oral discourse by listening to oral commentaries:

- to identify the context of communication
- to construct meaning from the oral commentary
- to show familiarity with the conventions of the medium
- to evaluate the commentary, using appropriate criteria
- to recognize persuasive language and style

Understanding written discourse by reading persuasive texts:

- to identify the writer's context of communication
- to construct meaning from the message
- to criticize the writer's reasoning and competence on the subject
- to show familiarity with connotative meaning
- to evaluate the effectiveness of the message, using appropriate criteria

Composing oral discourse by participating in discussions to reach a consensus:

- to establish a context of communication
- to follow a process of discussion according to the conventions of the discourse
- to use language appropriate to the context
- to use appropriate techniques to reach consensus

Composing written discourse by writing letters of opinion and complaint:

For letters of opinion

- to establish a clear statement of point of view
- to develop supporting ideas in an effective manner
- to construct ideas coherently according to standard letter format

For letters of complaint

- to establish the context of communication
- to construct ideas with any necessary documentation according to standard business letter format

For letters of opinion or complaint

- to engage the reader
- to make appropriate use of tone and diction
- to respect correct usage

2.2. Table of Dimensions

SKILLS / CONTENT	ELEMENTS OF DISCOURSE	COMMUNICATION STRATEGIES
Understanding Oral Discourse: Listening to oral commentaries 20%	- Context of communication - Construction of meaning - Conventions of the medium (1) 12%	- Evaluation of commentary, using appropriate criteria - Language and style appropriate to context (2) 8%
Understanding Written Discourse: Reading persuasive texts 25%	- Context of communication - Construction of meaning - Critical appreciation (3) 15%	- Familiarity with connotative meaning - Evaluation of discourse, using appropriate criteria (4) 10 %
Composing Oral Discourse: Participating in discussions to reach a consensus 30%	- Context of communication - Conventions of the discourse (5) 18%	- Language and style appropriate to context - Appropriate techniques to reach a consensus (6) 12%
Composing Written Discourse: Writing letters of opinion or complaint 25%	- Statement of point of view - Development of ideas - Construction of ideas - Context of communication - Construction of ideas (7) 15%	- Engagement of reader - Appropriate use of language (8) 10%
Weighting 100%	60%	40%

3. OBSERVABLE BEHAVIOURS

Dimension 1: Elements of Discourse

In listening to oral commentaries, the student should be able to:

- (Context of communication)
 - determine the speaker's purpose and point of view;
 - identify the subject being presented;
 - distinguish between main points and supporting details;
 - recognize the relationship between ideas;
- (Construction of meaning)
 - distinguish fact from opinion, relevant from irrelevant information;
 - detect and evaluate bias and prejudice;
 - evaluate use of fallacies (e.g., hasty generalizations, self-contradictions);
 - recognize the method of organization;
- (Conventions of the medium)
 - consider the elements of the medium (e.g., camera work, lighting, colour, movement, editing, sound).

Dimension 2: Communication Strategies

In listening to oral commentaries, the student should be able to:

- (Evaluation of commentary, using appropriate criteria)
 - evaluate the commentary, using criteria appropriate to the field;
 - consider ways in which the speaker's ideas may be applied;
- (Language and style appropriate to context)
 - recognize persuasive language (loaded diction, slanting).

Dimension 3: Elements of Discourse

In reading persuasive texts, the student should be able to:

- (Context of communication)
 - identify the kind of argumentative discourse;
 - determine the author's purpose and point of view;
 - identify the subject;
- (Construction of meaning)
 - identify the method of organization (logical order, comparison/contrast, specific illustrations, analogy);
 - evaluate the effectiveness of the organizational method;
- (Critical appreciation)
 - evaluate the use of inductive or deductive reasoning.

Dimension 4: Communication Strategies

In reading persuasive texts, the student should be able to:

- (Familiarity with connotative meaning)
 - recognize propaganda devices (distortion, selective omission, incomplete quotation, quoting out of context);
 - discriminate fact from opinion and recognize persuasive language, bias;
- (Evaluation of discourse, using appropriate criteria)
 - examine use of evidence, example and authority;
 - examine appeals made to the reader's emotions and intellect.

Dimension 5: Elements of Discourse

In participating in discussions to reach a consensus, the student should be able to:

- (Context of communication)
 - establish a purpose for the discussion;
 - identify the problem to be solved or issue to be discussed;
 - contribute individual experience and knowledge;

- (Conventions of the discourse)
 - follow a process of problem-solving according to context;
 - involve other members of the group.

Dimension 6: Communication Strategies

In participating in discussions to reach a consensus, 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;
 - use language persuasively;
- (Appropriate techniques to reach a consensus)
 - exhibit appropriate social skills;
 - respond to verbal and non-verbal feedback;
 - use gestures effectively to support meaning;
 - show respect for variety of viewpoints.

Dimension 7: Elements of Discourse

In writing letters of opinion, the student should be able to:

- (Statement of point of view)
 - clearly express a point of view or opinion;
 - define the context of communication (i.e., as response to an issue);
 - consider the needs of the reader by eliciting interest in the subject;
- (Development of ideas)
 - use probe questions to clarify the subject;
 - provide evidence to support the opinion;
- (Construction of ideas)
 - organize material coherently;
 - document sources accurately.

In writing letters of complaint, the student should be able to:

- (Context of communication)
 - state the problem or complaint concisely;
 - explain purpose in writing the letter;
 - suggest an acceptable solution;
- (Construction of ideas)
 - provide any necessary documentation to support the complaint.

Dimension 8: Communication Strategies

In writing letters of opinion and complaint, the student should be able to:

- (Engagement of reader)
 - anticipate possible counter-arguments and answer them;
- (Appropriate use of language)
 - use tone and diction appropriate to the purpose and audience;
 - use standard business letter format;
 - 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 3062-3. 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 persuasive 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 two oral commentaries (either audio or audio-video), each approximately 5 minutes in length, and then 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.

The items for this section 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 in order to reach a consensus. The format for such a discussion could be roundtable or a debate. It is to be conducted during class time to allow adequate opportunity for development and presentation to meet appropriate criteria. The student may refer to his/her personal notes as desired, but should not read directly from them.

Suggested length of individual presentation: 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 a persuasive text of approximately 500 words to read and then will respond to examination items. The texts could be editorials, letters of opinion or persuasive articles.

The examination 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 a letter of opinion or complaint of approximately 250-300 words in response to a text. The chosen text could, though it does not have to, be the same one used in reference to the response items completed earlier.

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.

