

SECONDARY ENGLISH FOR ADULT LEARNERS

(S.E.A.L.)

DEFINITION OF THE DOMAIN
FOR SUMMATIVE EVALUATION

LANGUAGE FOR ENJOYMENT

ENG-4061-3

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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 oral and written discourse intended to evoke aesthetic appreciation and to inform, and to compose oral and written discourse intended to inform.

2.1. Skills and Content

Understanding oral discourse by viewing movies:

- to identify the context of communication
- to construct meaning from what is being viewed
- to demonstrate understanding of the content and structure of the movie
- to show familiarity with the convention of film
- to provide a critical evaluation

Understanding written discourse by reading novellas:

- to identify key components of the novella and their interrelationships
- to trace the development of theme
- to construct meaning from what is being read
- to evaluate the novella, using appropriate criteria
- to recognize and evaluate the literary techniques used by the writer

Composing oral discourse by participating in a discussion or giving an oral presentation based on a movie or a chosen work:

- to establish a context of communication
- to express individual ideas and viewpoint
- to use techniques to elaborate the topic
- to personally engage members of the group/audience
- to use language appropriate to context
- to use appropriate discussion techniques

Composing written discourse by writing book reviews:

- to establish a clear statement of opinion
- to develop ideas
- to organize material
- to make appropriate use of primary and/or secondary sources
- to use language and style appropriate to usage

2.2. Table of Dimensions

SKILLS / CONTENT	ELEMENTS OF DISCOURSE	COMMUNICATION STRATEGIES
Understanding Oral Discourse: Viewing movies 20%	• Context of communication • Construction of meaning • Content and structure of the movie • Conventions of film (1) 10%	• Critical evaluation (2) 10%
Understanding Written Discourse: Reading novellas 30%	• Key components of the novella and their interrelationships • Development of theme • Construction of meaning (3) 15%	• Evaluation of the novella, using appropriate criteria • Literary techniques (4) 15%
Composing Oral Discourse: Participating in a discussion or giving an oral presentation based on a movie or a chosen work 20%	• Context of communication • Expression of individual ideas and viewpoint • Techniques to elaborate the topic (5) 10%	• Personal engagement • Language appropriate to context • Appropriate discussion techniques (6) 10%
Composing Written Discourse: Writing book reviews 30%	• Clear statement of opinion • Development of ideas • Organization of material (7) 20%	• Appropriate use of primary and/or secondary sources • Language and style appropriate to usage (8) 10%
Weighting 100%	55%	45%

3. OBSERVABLE BEHAVIOURS

Dimension 1: Elements of Discourse

In viewing movies, the student should be able to:

- (Context of communication)
 - recognize the intent of the subject matter and general impact;
- (Construction of meaning)
 - determine the significance of the movie;
- (Content and structure of the movie)
 - understand the elements of the story: characterization, plot, setting (time, place), motivation, film techniques;
 - understand and follow the structural organization (e.g., simple chronological order, complex arrangement of flashback);
- (Conventions of film)
 - respond to the elements of the film that influence interpretation and convey meaning (e.g., camera work, lighting, colour, movement, editing, sound, plot, setting, characterization).

Dimension 2: Communication Strategies

In viewing movies, the student should be able to:

- (Critical evaluation)
 - respond in an individual way;
 - respond intellectually and emotionally;
 - assess the impact of the language and the techniques of the movie (e.g., suspense, surprise, symbolism, foreshadowing).

Dimension 3: Elements of Discourse

In reading novellas, the student should be able to:

- (Key components of the novella and their interrelationships)
 - identify the setting (time, place) and evaluate its relation to plot and character;
 - identify the structural organization (e.g., chronological order, arrangement of flashback) and evaluate its effect;
 - analyze the elements of plot, in particular, conflict and its resolution;
 - identify major and minor characters;
 - recognize methods of characterization and characters' motivation;
 - evaluate the effect of the point of view used by the author (first person participant, third person, etc.);
- (Development of theme)
 - recognize the theme and trace its development through the novella;
- (Construction of meaning)
 - draw conclusions about the total meaning and worth of the novella;
 - understand the impact of the various components and combine with personal knowledge and experience to produce meaning.

Dimension 4: Communication Strategies

In reading novellas, the student should be able to:

- (Evaluation of the novella, using appropriate criteria)
 - respond in an individual way according to criteria for the novella;
- (Literary techniques)
 - evaluate the effect of language and of such techniques as suspense, surprise, symbolism, foreshadowing.

Dimension 5: Elements of Discourse

In participating in a discussion or giving an oral presentation based on a movie or a chosen work, the student should be able to:

- (Context of communication)
 - establish a purpose for speaking (e.g., to inform, to interest, to persuade);
- (Expression of individual ideas and viewpoint)
 - adjust the topic to suit the occasion (speaker's purpose and audience);
 - assume an individual voice in speaking;
- (Techniques to elaborate topic)
 - select an organizational pattern appropriate to the topic and purpose (e.g., logical arrangement, cause and effect, comparison/contrast);
 - use a variety of techniques and support the major point(s) (e.g., examples, reasons, facts, anecdotes, quotations).

Dimension 6: Communication Strategies

In participating in a discussion or giving an oral presentation based on a movie or a chosen work, the student should be able to:

- (Personal engagement)
 - involve members of the group/audience: by inviting contributions from them, by responding to their suggestions, by asking questions;
 - respond to verbal and non-verbal feedback;
- (Language appropriate to context)
 - use language that is clear and precise;
- (Appropriate discussion techniques)
 - use a tone appropriate to the situation;
 - create a receptive mood for the audience by using appropriate gestures and facial expressions.

Dimension 7: Elements of Discourse

In writing book reviews, the student should be able to:

- (Clear statement of opinion)
 - show a good understanding of the subject;
 - express a clear opinion;
- (Development of ideas)
 - develop a plan based on opinion and purpose;
 - give reasons and evidence to support the opinion by using primary and/or secondary sources;
 - illustrate and clarify major points (e.g., examples, quotations, reasons and personal experience);
- (Organization of material)
 - Select an organizational structure appropriate to subject, purpose and audience (e.g., comparison/contrast, definition, classification, cause and effect).

Dimension 8: Communication Strategies

In writing book reviews, the student should be able to:

- (Appropriate use of primary and/or secondary sources)
 - use supporting material from several sources (e.g., primary and/or secondary sources, personal experience);
- (Language and style appropriate to usage)
 - 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 4061-3. 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 written discourse has been given the highest weighting due to the synthesis of abilities required to accomplish the task. The listening and speaking components are given less weighting to emphasize the reading and writing skills required at this level of the *S.E.A.L.* program.

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. The parts are made up of a book review, a discussion or oral presentation and a formal examination. This is the sequence to be followed to meet the course objectives:

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

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

Part I (Writing)

The student will plan and produce a book review on a novella that has been studied in class. The book review should be 350-400 words in length and should reflect an understanding of the indicators for this part of the course.

The writing will be evaluated according to criteria provided in the Administration Guide. The student will be asked for a writing plan and both the plan and 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.

Part II (Speaking)

The student will participate in a discussion or give an oral presentation based on a movie or a chosen work. This activity should reflect an understanding of the indicators for the speaking elements of this course. During the discussion or presentation, the student may refer to his/her personal notes as desired, but should not read directly from them.

The discussion or presentation will be evaluated according to criteria provided in the Administration Guide.

Suggested length of individual presentation: 5-7 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 (Listening and Reading)

A formal examination session will take place at the end of the course. This written examination is composed of two sections. Section I consists in responding to questions based on a previously viewed movie approved by the teacher.

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.

Section II consists in reading a passage from a novella and developing an organized response to questions evolved from the passage. The student's responses should reflect an understanding of the indicators for the program objectives related to this component.

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.

5.2. Examination Parameters

- | | |
|--------------------------------|---|
| Part I (Writing) | - In the classroom: the time allotted will be determined by the teacher, based on the time required to sufficiently follow the course objectives. |
| Part II (Speaking) | - In the classroom: 5-7 minutes for each presentation |
| Part III (Listening & Reading) | - In a formal examination setting: 2½ 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.

