

SECONDARY ENGLISH FOR ADULT LEARNERS

(S.E.A.L.)

DEFINITION OF THE DOMAIN
FOR SUMMATIVE EVALUATION

LANGUAGE AND SELF-EXPRESSION

ENG-1062-3

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Ministère de l'Éducation, 1998 — 97-1169

ISBN 2 - 550 - 32834-5

Dépôt légal — 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 oral and written discourse intended to reveal the self and to evoke aesthetic appreciation, and to compose oral and written discourse intended to reveal the self.

2.1. Skills and Content

Understanding oral discourse by listening to songs, poems and expressive conversations:

- to identify the context of communication
- to follow a process of responding to songs, poems and expressive conversations
- to identify the techniques used in songs, poems and expressive conversations

Understanding written discourse by reading poems, diaries, journals and informal expressive essays:

- to identify the context of communication
- to identify the techniques used in the medium
- to follow a process of responding to the medium individually and/or in a group

Composing oral discourse by participating in conversations to reinforce personal relationships:

- to establish a context of communication
- to interact with a group by sharing feelings, ideas, experiences, and opinions on a range of topics

Composing written discourse by writing occasional letters and personal letters:

- to determine the purpose of communication
- to select details relevant to the purpose
- to present the material effectively in accordance with standard conventions

2.2. Table of Dimensions

SKILLS / CONTENT	ELEMENTS OF DISCOURSE	COMMUNICATION STRATEGIES
Understanding Oral Discourse: Listening to songs, poems and expressive conversations 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 poems, diaries, journals, informal expressive essays 20%	• Context of communication • Conventions of the medium • Construction of meaning (3) 10%	• Evaluation of discourse, using appropriate criteria (4) 10%
Composing Oral Discourse: Participating in conversations to reinforce personal relationships 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 occasional letters and personal letters 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 songs, poems and expressive conversations, the student should be able to:

- (Context of communication)
 - establish the speaker's purpose for communicating;
 - respond to the medium;
 - recognize the context of communication (e.g., songs, poems and expressive conversations);
 - respond to the reflections of others;
 - make meaning through the expressive function of language;
- (Conventions of the medium)
 - understand the use of tone;
 - understand the use of figurative language (e.g., simile, metaphor, personification) and poetic devices (e.g., rhythm, rhyme, puns, alliterations, assonance and onomatopoeia) for aesthetic richness;
 - understand the use of expressive conversations to detect the speaker's character, mood or emotions;
- (Construction of meaning)
 - demonstrate understanding of songs, poems or expressive conversations through the responding process;
 - use context clues to find meaning.

Dimension 2: Communication Strategies

In listening to songs, poems and expressive conversations, the student should be able to:

- (Evaluation of discourse, using appropriate criteria)
 - understand the effectiveness of the figures of speech and poetic devices in songs and poems;
 - understand expressive conversational style;
 - recognize and respond to the tone of the discourse and how it is conveyed;
 - understand and appreciate the aesthetic value of the discourse.

Dimension 3: Elements of Discourse

In reading poems, diaries, journals and informal expressive essays, the student should be able to:

- (Context of communication)
 - establish the writer's purpose for communicating;
 - respond to the medium;
 - recognize the context of communication;
 - respond to the reflections of others;
 - make meaning through the expressive function of language;
- (Conventions of the medium)
 - understand the use of tone and how it is conveyed;
 - recognize figurative language and poetic devices for aesthetic richness;
- (Construction of meaning)
 - understand the main ideas of the poem, diary, journal or informal expressive essay;
 - respond to the strategies used by the writer (i.e., figurative language, vivid imagery, authentic voice, arrangement of words, etc.) to make meaning.

Dimension 4: Communication Strategies

In reading poems, diaries, journals and informal expressive essays, the student should be able to:

- (Evaluation of discourse, using appropriate criteria)
 - understand the effectiveness of poetic devices and figurative language;
 - appreciate the richness and authenticity of the material being read;
 - recognize and respond to the tone of the discourse and how it is conveyed;
 - understand and appreciate the aesthetic value of the discourse.

Dimension 5: Elements of Discourse

In participating in conversations to reinforce personal relationships, the student should be able to:

- (Context of communication)
 - initiate conversation in order to share experiences, feelings, ideas and opinions on a range of topics;
 - use language appropriate to the situation;
- (Conventions of the medium)
 - use a variety of techniques to encourage and maintain talk;
 - value the importance of communication aimed at socializing;
- (Selection and development of ideas)
 - accommodate the responses of others in confirming or reshaping his/her own experiences, feelings, ideas and opinions.

Dimension 6: Communication Strategies

In participating in conversations to reinforce personal relationships, the student should be able to:

- (Language and style appropriate to context)
 - use language with the degree of precision required by the context;
 - speak with openness and sensitivity;
 - use eye contact as a means of achieving and maintaining contact;
 - assume an individual voice;
 - respond to verbal and non-verbal feedback;
- (Evaluation of discourse, using appropriate criteria)
 - evaluate his/her own participation in the communication process.

Dimension 7: Elements of Discourse

In writing occasional letters (e.g., congratulations, thanks, invitation, etc.) and personal letters (e.g., friendly letters), the student should be able to:

- (Context of communication)
 - establish a purpose for the letter;
 - establish and maintain a relationship;
 - recognize the context of communication;
- (Conventions of the medium)
 - use a format appropriate to the audience and occasion;
 - value writing as a means of self-expression and growth;
- (Selection and development of ideas)
 - organize the content effectively;
 - include all pertinent information.

Dimension 8: Communication Strategies

In writing occasional letters and personal letters, the student should be able to:

- (Language and style appropriate to context)
 - use a style that is personal and conversational in tone (personal letters);
 - use a style that is appropriate to the purpose, audience and occasion (occasional letters);
 - use diction appropriate to the desired tone (personal/occasional letters);
- (Evaluation of discourse, using appropriate criteria)
 - evaluate the communication process through personal and occasional letters;
 - evaluate the appropriate audience and purpose.

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 1062-3. 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

This 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 songs, poems and/or expressive conversations and respond to examination items.

Suggested length of each listening component: 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 participate in a conversation in order to share experiences, feelings, ideas and opinions on a particular topic. The student will be given time to prepare for his/her participation in the conversation. The conversation will be arranged by the teacher to take place between not less than two and not more than three students. During the conversation, the student may refer to his/her personal notes, but should not read directly from them.

Suggested length of the conversation: 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 one poem, diary entry, journal entry or informal expressive essay of about 200-250 words to read and then will 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 an occasional letter (e.g., a letter of congratulations, a thank-you letter or an invitation) or a personal letter of interest to both the reader and the writer. The letter should be between 200 and 250 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.

