**Basic English 604-100-MQ Question Bank: Quick FAQ**

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## What is it?

A master examination question bank for **Basic English 604-100-MQ**, a Quebec CEGEP course aligned with **Competency 4SA0** and approximately **CEFR A0 to A1**. Version 1.0, September 2026. The bank is built from the Course Plan, Lesson Notes for Weeks 1 to 15, and Student Companion Manual.

## What is included?

The question bank provides a complete assessment system covering grammar, vocabulary, error correction, sentence transformation, matching, short answers, reading, listening, writing, and speaking. It also includes marking guides, rubrics, exam templates, exemplars, portfolio tasks, self-assessment tools, accessibility guidance, and item analysis.

## At a glance

**100** grammar questions

**50** vocabulary questions

**38** listening comprehension questions

**38** reading comprehension questions

**20** error correction questions

**20** transformation and sentence-ordering questions

**15** matching and categorization questions

**15** short-answer questions

**25** writing prompts

**15** oral task cards

**13** reading texts

**13** listening activities

**296 structural questions**, in addition to the writing and speaking tasks

## What are the four competency elements?

The question bank is organized around the four elements of Competency 4SA0:

a. **Oral Comprehension:** understanding spoken English through listening activities. This is assessed mainly in **Part 9: Listening Comprehension**.
b. **Written Comprehension:** understanding written English through reading activities. This is assessed mainly in **Part 8: Reading Comprehension**.
c. **Oral Production:** communicating in English through speaking tasks. This is assessed in **Part 11: Oral Production**.
d. **Written Production:** communicating in writing through guided and extended writing tasks. This is developed and assessed across **Parts 2 to 7 and Part 10**.

## What is the course progression?

The 15-week course is organized into four main phases:

**Weeks 1 to 2: ME**

**Weeks 3 to 6: MY EVERYDAY WORLD**

**Week 7: Listening Checkpoint**

**Weeks 8 to 11: MY EXPERIENCES**

**Weeks 12 to 15: MY VOICE**

**Week 15: Final Tasks**

The progression moves from basic personal language and everyday communication toward describing experiences, expressing ideas, and producing more independent oral and written work.

## How is the course weighted?

According to the proposed Course Plan

**Listening:** 15%

**Reading:** 15%

**Speaking:** 20%

**Writing:** 20%

**Integrated Project:** 20%

**Portfolio and Formative Assessment:** 10%

## How is the question bank organized?

The question bank is divided into five main groups.

**Parts 2 to 11: Student-Facing Questions and Tasks**
These are the questions, texts, listening activities, writing prompts, and oral tasks that can be given directly to students.

**Part 12: Marking Guides and Rubrics**
Contains criteria and guidance for assessing student responses consistently.

**Part 13: Answer Key and Course Mapping**
Provides answers for objective and structured questions and shows how items connect to course content and competency elements.

**Part 14: Exam Assembly Templates**
Provides ready-made structures for assembling quizzes, midterms, finals, make-up exams, and differentiated versions.

**Part 15: Assessment and Administration Materials**
Provides additional materials needed to prepare, administer, and review assessments.

**Parts 16 to 20: Supporting Assessment Resources**
These include student exemplars, portfolio materials, digital delivery guidance, accessibility and fairness checks, item analysis guidance, and a glossary.

## What do the main assessment parts cover?

**Part 2: Grammar**
Questions covering the grammar taught throughout the course.

**Part 3: Vocabulary**
Vocabulary questions based on the language and topics introduced in the course.

**Part 4: Error Correction**
Activities in which students identify and correct common language errors.

**Part 5: Sentence Transformation and Ordering**
Tasks requiring students to change sentence forms or put words and sentences in the correct order.

**Part 6: Matching and Categorization**
Activities requiring students to match language items or classify them according to meaning or use.

**Part 7: Short Answers**
Short written responses using the vocabulary, grammar, and language functions taught in the course.

**Part 8: Reading Comprehension**
Reading texts and questions assessing students' understanding of written English.

**Part 9: Listening Comprehension**
Listening activities and questions assessing students' understanding of spoken English.

**Part 10: Written Production**
Guided writing tasks and longer writing prompts based on the course progression.

**Part 11: Oral Production**
Speaking tasks and oral task cards designed to assess students' ability to communicate in English.

## What exam templates are provided?

The bank includes templates for:

1. Diagnostic Quiz, Week 1
2. Six unit quizzes of approximately 30 minutes each
3. Midterm Form A
4. Midterm Form B
5. Final Form A
6. Final Form B
7. Final Form C
8. Make-up examination
9. Differentiated support version
10. Challenge version

## What rubric is used?

A single **100-point analytic rubric** is used across the main productive tasks. It has five dimensions:

a) **Communication and Task Completion:** 30%
b) **Organization:** 20%
c) **Vocabulary:** 20%
d) **Grammar:** 20%
e) **Pronunciation and Mechanics:** 10%

Performance levels are:

1. **Exemplary:** 90 to 100
2. **Proficient:** 75 to 89

3. **Developing / Pass:** 60 to 74
4. **Beginning:** below 60

## What is special about the final writing task?

**WR-025** requires students to complete a draft, use a revision checklist, and submit a revised version. Revision is explicitly assessed and is worth **16 of the 100 points**. This reflects the emphasis on writing as a process and supports the revision component of Competency 4SA0.

## What support materials are included?

The bank includes:

a. Annotated writing and speaking exemplars at Developing, Proficient, and Exemplary levels
b. Self-assessment checklists for all four competency elements
c. Peer-assessment procedures for writing and speaking
d. A portfolio containing eight tasks covering all four elements
e. Accessibility and UDL guidelines
f. Fairness and bias checks
g. Item analysis guidance covering difficulty, discrimination, and reliability

## What are the main design principles?

The bank follows several principles:

1. **Curriculum first:** assessment content comes only from the three core course documents.
2. **Controlled language:** language is appropriate for the A0 to A1 level.
3. **Anticipated-error distractors:** incorrect options reflect common learner errors.
4. **One correct answer:** objective questions are designed to avoid unnecessary ambiguity.
5. **Fair and inclusive content:** contexts and situations are selected with accessibility and fairness in mind.
6. **Original and cited texts:** reading and listening materials are original where indicated, with sources identified where external material is used.
7. **Authentic links:** external listening and reference materials are checked against the needs of the course.

## Are there any important warnings?

Yes. **Preview all listening links before each administration**, since online videos may move, change, or disappear. Reading sources and external web materials should also be checked before an examination is given.

**Parts 12 to 15 contain instructor materials**, including answers, marking guidance, course mapping, and exam assembly information. These sections should therefore remain confidential and should not be distributed to students.