

DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

Contemporary World

CONTEMPORARY WORLD PROBLEMS AND ISSUES II

SST-5102-2

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Introduction

The Definition of the Evaluation Domain (DED) ensures consistency between a course and the related evaluation instruments. The DED is used to select, organize and describe the essential and representative elements of the course. The DED is based on the program of study and the course, but should by no means replace them in the planning of instructional activities.

All the DEDs produced after June 30, 2014, by the Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche (MEESR) are prescriptive. Consequently, they are the reference documents to be used in the development of all examinations, be they ministerial or those developed by adult education centres or by Société GRICS (BIM). The DEDs thus serve as a model for preparing multiple equivalent versions of examinations that are valid across the province.¹

In addition, as set out in the *Policy on the Evaluation of Learning*, adult learners must know what they will be evaluated on and what is expected of them.² The DEDs and the criterion-referenced rubrics (contained in the evaluation instruments) may be used for this purpose.

¹ Québec, Ministère de l'Éducation du Québec, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 47.

² *Ibid.*, 9.

Evaluation Content

General Information	
<p>Broad Area of Learning³</p> <ul style="list-style-type: none"> • Citizenship and Community Life <p>Subject Area</p> <ul style="list-style-type: none"> • Social Sciences <p>Families of Situations</p> <ul style="list-style-type: none"> • Interpreting a contemporary world problem • Taking a position on a contemporary world issue 	<p>Program of Study</p> <ul style="list-style-type: none"> • Contemporary World <p>Course</p> <ul style="list-style-type: none"> • Contemporary World Problems and Issues II
Essential Elements Targeted by the Evaluation	
<p>Subject-Specific Competencies</p> <ol style="list-style-type: none"> 1. Interprets a contemporary world problem 2. Takes a position on a contemporary world issue 	<p>Categories of Knowledge</p> <p>Themes</p> <ul style="list-style-type: none"> • Power • Tensions and Conflicts
Evaluation Criteria	
<p>Evaluation Criteria for Competency 1</p> <ol style="list-style-type: none"> 1.1 Appropriate use of knowledge 1.2 Use of a rigorous reasoning process <p>Evaluation Criteria for Competency 2</p> <ol style="list-style-type: none"> 2.1 Appropriate use of knowledge 2.2 Expression of a well-founded opinion 	<p>Proficiency in Subject-Specific Knowledge</p> <p>Proficiency in subject-specific knowledge presupposes its acquisition, understanding, application and mobilization, and is therefore linked with the evaluation criteria for the competencies.</p>

³ The broad areas of learning are stated exactly as in the course. However, the person who designs the evaluation instrument may choose other broad areas of learning.

Explanation of the Evaluation Content

Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

Information Clarifying the Evaluation Criteria

Appropriate use of knowledge

This evaluation criterion applies to the competencies *Interprets a contemporary world problem* and *Takes a position on a contemporary world issue*. It evaluates the adult learner's ability to make appropriate use of knowledge related to the themes studied. The seven intellectual operations taken into account in this criterion are presented by level of complexity in the following table.

Level of complexity of intellectual operations

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> – Establish facts – Situate in time and space 	<ul style="list-style-type: none"> – Characterize a phenomenon related to a world problem – Determine explanatory factors and consequences – Make comparisons – Establish connections between facts 	<ul style="list-style-type: none"> – Establish causal connections

Use of a rigorous reasoning process:

This criterion evaluates the adult learner's ability to develop a rigorous written explanation of a contemporary world problem using relevant facts found in a document file.

Expression of a well-founded opinion:

This criterion evaluates the adult learner's ability to verbally defend his or her position on a contemporary world issue using relevant arguments and facts.

Proficiency in Subject-Specific Knowledge

Proficiency in subject-specific knowledge is assessed through the evaluation of competencies, using tasks related to the evaluation criteria.

For this course, certain knowledge is explicitly evaluated.

Weighting

The weighting for the evaluation of the competencies is determined in accordance with the *Framework for the Evaluation of Learning* in general education in the youth sector.

Competency 1, *Interprets a contemporary world problem*: 65%

Competency 2, *Takes a position on a contemporary world issue*: 25%

The weighting corresponding to the knowledge that is explicitly evaluated is 10%.

The weighting of the evaluation criteria appears in the assessment tools provided in the *Correction and Evaluation Guide*. Adult learners must be made aware of the evaluation criteria used to evaluate them and the corresponding weighting of each criterion.

Knowledge

For the knowledge targeted by the evaluation of the competencies

- At least 12 categories of knowledge, which must include a minimum of two categories from each of the three themes, are covered.

For the knowledge targeted by explicit evaluation:

- At least three categories of knowledge, which must include a minimum of one category from each of the three themes, are covered.

Themes	Theme-Related Knowledge
Power	<ul style="list-style-type: none"> • International and multilateral agreements • Multinational firms • Pressure groups • International institutions • Globalization of markets • Cultural, economic and environmental policies • Political alliances • Economic zones
Tensions and Conflicts	<ul style="list-style-type: none"> • International alliances • Political autonomy • Control of resources • Exercise of rights and freedoms • International institutions • Peacekeeping missions • Peace process • Questions related to cultural identity (ethnicity, religion, etc.)

Specifications for the Evaluation Instruments

Examination: Number of Parts, Sections, Procedure and Duration

The examination consists of two parts that must be administered during different evaluation sessions.

Duration: 195 minutes

Part 1 – “Explicit evaluation of knowledge” using the criteria, “Appropriate use of knowledge” for Competencies 1 and 2, and “Use of a rigorous reasoning process” for Competency 1. This part may consist of more than one section.

Duration: 180 minutes

Part 2 – Evaluation of the adult learner’s development of Competency 2 using the criterion, “Expression of a well-founded opinion”

Duration: approximately 15 minutes

Duration of the individual oral presentation: approximately 5 minutes

Duration of the oral interaction (discussion): approximately 10 minutes

Examination Content

Part 1

For the knowledge that is explicitly evaluated, the adult learner answers short-answer questions without referring to a document file.

The tasks designed for the evaluation of the competencies consist of short-answer questions for the criterion “Appropriate use of knowledge” and an essay question for the criterion “Use of a rigorous reasoning process” and are accompanied by a document file.

Part 2

This task is designed for the evaluation of the adult learner’s development of Competency 2 using the criterion “Expression of a well-founded opinion.” It is preceded by a preparation for the examination in which the adult learner gathers information to defend his or her opinion in an oral presentation. The teacher and the adult learner together determine the audience before which the adult learner will express his or her opinion.

Sheets including a table or diagram to be filled in and a draft may accompany each part of the examination to help adult learners structure their thoughts while carrying out tasks related to the criteria “Use of a rigorous reasoning process” and “Expression of a well-founded opinion.”

Information-Gathering Tools

Part 1

- The Adult’s Booklet is the information-gathering tool.

Part 2

- The oral presentation is the information-gathering tool.

Authorized Materials

Part 1

- Document File
- Sheets

Part 2

- Preparation for the examination (including the memory aid)

Assessment Tools

For the part, “Explicit evaluation of knowledge,” a correction key is included in the *Correction and Evaluation Guide*.

For the evaluation of Competencies 1 and 2 using the criterion, “Appropriate use of knowledge,” correction keys are included in the *Correction and Evaluation Guide*.

For the evaluation of Competency 1 using the criterion “Use of a rigorous reasoning process” and of Competency 2 using the criterion “Expression of a well-founded opinion,” the criterion-referenced rubric is the assessment tool used by the teacher. In criterion-referenced interpretation, the information gathered is compared with the outcomes expected of the adult learner.⁴ The rubrics are appended to the *Correction and Evaluation Guide* and include the following rating scale:

- Excellent
- Very good
- Good
- Weak
- Very weak

Pass Mark

The pass mark is 60% for the examination as a whole.

Retakes

The adult learner must retake each part of the examination separately.

⁴ Québec, Ministère de l'Éducation, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 28-29.

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