DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Sociovocational Integration

CHOOSING AN OCCUPATION

SVI-3016-3

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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.

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[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	
Broad Area of Learning • World of Work **Subject Area** • Working Life **Class of Situations** • Choosing an occupation	**Program of Study** • Sociovocational Integration **Course** • Choosing an Occupation

Essential Elements Targeted by the Evaluation	
Deals competently with real-life situations that involve choosing an occupation	**Categories of Knowledge** • Identification of subjective factors to be considered in choosing an occupation • Identification of objective factors to be considered in choosing an occupation • Doing documentary research • Doing field research • Information to be gathered about the different occupations • Career goal as it relates to choosing an occupation • Action plan for choosing an occupation

Evaluation Criteria	
Evaluation Criteria for the Competency 1. Determines the relevant factors to be considered in choosing an occupation 2. Explores occupations methodically 3. Draws up a realistic career plan for choosing an occupation	**Proficiency in Essential Knowledge** Proficiency in essential knowledge presupposes its acquisition, understanding, application and mobilization, and is therefore linked with the evaluation criteria for the competencies.
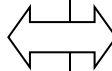
Explanation of the Evaluation Content

Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

Information Clarifying the Evaluation Criteria

1. Determines the relevant factors to be considered in choosing an occupation

    - Determines the subjective factors to be considered in choosing an occupation
    - Determines the objective factors to be considered in choosing an occupation

2. Explores occupations methodically

    - Does documentary research or field research
    - Records information about the characteristics of occupations

3. Draws up a realistic career plan for choosing an occupation

    - Establishes a career goal as it relates to choosing an occupation
    - Develops an action plan for choosing an occupation

Proficiency in Essential Knowledge

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

Weighting

The weighting assigned to the competency is 100%.

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

At a minimum, the examination must cover the following knowledge:

Categories of Knowledge	Knowledge
Identification of subjective factors to be considered in choosing an occupation	• Areas of interest • Aptitudes • Values • Personal qualities • Needs and motivation • Training • Experience
Identification of objective factors to be considered in choosing an occupation	• Physical and psychological condition • Financial situation • Family situation • Availability for work • Job mobility • Work materials and tools
Information to be gathered about the different occupations	• Duties • Materials used • Working conditions • Aptitudes • Physical ability • Training • Categories of employers • Job outlook • Related occupations
Career goal as it relates to choosing an occupation	• First choice • Clearly and precisely stated choice that can be achieved within a specific time frame
Action plan for choosing an occupation	• Means of achieving a career goal • Internal and external resources • Schedules • Possible pitfalls and obstacles • Alternative solutions

The examination must also cover at least one of the following categories of knowledge:

Categories of Knowledge	Knowledge
Doing documentary research	• Using appropriate research tools • Making a note of relevant information
Doing field research	• Interviewing a resource person • Making a note of relevant information

Specifications for the Evaluation Instruments

Examination: Number of Parts, Sections, Procedure and Duration

The examination may be administered in one, two or three parts, at a time deemed appropriate by the teacher.

The teacher determines the duration of the examination, according to the instrument(s) used. In total, no more than three hours may be allotted for the evaluation of this course. The adult learner must be informed of the duration of the examination, or of part of the examination, ahead of time.

Examination Content

The examination as a whole must allow the teacher to assess the three evaluation criteria.

The examination, or part of the examination, may be completed in writing, orally, or in action. It may take the form of:

- an observation period to see the adult learner in action

- the presentation of a production, for example, a research paper, a logbook, a portfolio

- a questionnaire

- a table

- a case study

- an interview

- an oral presentation

In all cases, the teacher must make a judgment at the end of the course. This judgment must be supported by the teacher's observations of the adult's actions during the course.

The teacher must recognize the adult's production(s) as authentic.

Information-Gathering Tools

The information-gathering tools are selected by the teacher according to the type of examination administered.

Authorized Materials

The teacher will prepare a list of permitted materials for the examination and, if necessary, will specify which materials are required.

Assessment Tools

For the evaluation of the competency to deal competently with real-life situations that involve choosing an occupation, 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.[3] 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 <u>each of the evaluation criteria</u>, which corresponds to level "Good" in the criterion-referenced rubric. The result for the competency must be expressed as a "Pass" or "Fail."

Retakes

The adult learner may retake the part(s) of the examination he or she failed.

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