DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Sociovocational Integration

TAKING INITIATIVE AT WORK   SVI-3020-3

December 2015

Québec

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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** • Taking initiative at work	**Program of Study** • Sociovocational Integration **Course** • Taking Initiative at Work

Essential Elements Targeted by the Evaluation	
Deals competently with real-life situations that involve taking initiative at work	**Categories of Knowledge** • Taking initiative at work • Role and responsibilities within the company • Ways of developing his/her sense of initiative at work • Company's expectations regarding personal initiative at work • Change he/she wants to make with respect to taking initiative at work • Action plan for taking initiative at work

Evaluation Criteria	
Evaluation Criteria for the Competency 1. Carries out work tasks with a minimum of supervision 2. Is realistic in offering his/her help to superiors or colleagues 3. Carefully considers different factors in taking initiative at work	**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.
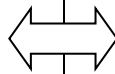
Explanation of the Evaluation Content

Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

Information Clarifying the Evaluation Criteria

1. Carries out work tasks with a minimum of supervision

   - Uses different means for developing his/her sense of initiative at work

2. Is realistic in offering his/her help to superiors or colleagues

   - Offers his/her help when appropriate, while observing the duties and limitations associated with his/her role and responsibilities

3. Carefully considers different factors in taking initiative at work

   - Determines the change he/she wants to make with respect to taking initiative at work
   - Develops an action plan to achieve the desired change

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
Taking initiative at work	• Nature of the initiative (autonomy, judgment, decision making, ability to anticipate) • Conditions associated with taking initiative (permission, risks, consequences) • Advantages for the worker • Advantages for the company
Role and responsibilities within the company	• Job description • Company hierarchy
Ways of developing his/her sense of initiative at work	• Being actively involved in acquiring experience • Carrying out his/her work without waiting for instructions from his/her superiors or the support of his/her colleagues • Using available resources to solve different problems • Asking for help when necessary • Gradually increasing the level of difficulty of his/her tasks • Examining new work methods to determine what works and what should be done to avoid making the same mistakes again
Company's expectations regarding personal initiative at work	• Formal expectations (official rules) • Informal expectations (unofficial rules)
Change he/she wants to make with respect to taking initiative at work	• Determining the change he/she wants to make • Clearly and precisely stated change that can be achieved within a specific time frame
Action plan for taking initiative at work	• Ways of making the desired change • Internal and external resources • Schedules • Possible pitfalls and obstacles • Alternative solutions

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
- a role-playing activity
- a simulation
- 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 taking initiative at work, 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 each of the evaluation criteria, 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.