

DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Sociovocational Integration

JOB PROSPECTS AND SOURCES OF EMPLOYMENT

SVI-3030-4

December 2015

Table of Contents

Introduction	1
Evaluation Content	2
Explanation of the Evaluation Content	3
Evaluation Criteria.....	3
Proficiency in Essential Knowledge.....	3
Weighting.....	3
Knowledge	4
Specifications for the Evaluation Instruments	5
Examination: Number of Parts, Sections, Procedure and Duration.....	5
Examination Content.....	5
Information-Gathering Tools.....	5
Authorized Materials	5
Assessment Tools.....	6
Pass Mark.....	6
Retakes.....	6

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

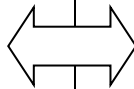
In addition, as set out in the *Policy on the Evaluation of Learning*, adult learners must know what they will be evaluated on and what is expected of them.² The DEDs and the criterion-referenced rubrics (contained in the evaluation instruments) may be used for this purpose.

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 Learning</p> <ul style="list-style-type: none"> • World of Work <p>Subject Area</p> <ul style="list-style-type: none"> • Working Life <p>Class of Situations</p> <ul style="list-style-type: none"> • Making the most of job prospects and sources of employment 	<p>Program of Study</p> <ul style="list-style-type: none"> • Sociovocational Integration <p>Course</p> <ul style="list-style-type: none"> • Job Prospects and Sources of Employment
Essential Elements Targeted by the Evaluation	
<p>Deals competently with real-life situations that involve making the most of job prospects and sources of employment</p>	<p>Categories of Knowledge</p> <ul style="list-style-type: none"> • Visible market versus hidden market • Exploring job prospects and sources of employment • Sections in a job search activities calendar • Information to include in an offer of services • Follow-up techniques
Evaluation Criteria	
<p>Evaluation Criteria for the Competency</p> <ol style="list-style-type: none"> 1. Methodically targets potential employers 2. Offers services adapted to the needs of potential employers 3. Systematically follows up with employers to whom he/she has offered his/her services 	<p>Proficiency in Essential Knowledge</p> <p>Proficiency in essential knowledge presupposes its acquisition, understanding, application and mobilization, and is therefore linked with the evaluation criteria for the competencies.</p>



Explanation of the Evaluation Content

Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

Information Clarifying the Evaluation Criteria

1. Methodically targets potential employers
 - Regularly consults different job prospects and sources of employment
 - Records information
2. Offers services adapted to the needs of potential employers
 - Uses techniques suited to offering services by telephone or in person
3. Systematically follows up with employers to whom he/she has offered his/her services
 - Uses techniques suited to following up by telephone or in person

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
Visible market versus hidden market	<ul style="list-style-type: none"> • Characteristics of the visible market • Characteristics of the hidden market
Exploring job prospects and sources of employment	<ul style="list-style-type: none"> • Magazines, newspapers • Telephone books and company directories • Job banks • Specialized websites • Network of personal and work-related contacts
Sections in a job search activities calendar	<ul style="list-style-type: none"> • Company name • Desired job • Contact person • Action taken • Results • Follow-up measures
Information to include in an offer of services	<ul style="list-style-type: none"> • Personal introduction • Desired job • Brief description of experience and competencies • Availability for an interview
Follow-up techniques	<ul style="list-style-type: none"> • Keeping abreast of new developments regarding hiring • Reiteration of his/her interest in the job and availability

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
- 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 making the most of job prospects and sources of employment, 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.

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

**Éducation,
Enseignement
supérieur
et Recherche**

Québec 