

# DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

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Diversified Basic Education Program

Preventing Dependency

PREVENTING DEPENDENCY ON GAMBLING

PRS-5203-1

October 2018

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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 a 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.

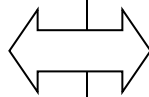
All the DEDs produced after June 30, 2014 by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) are prescriptive. Consequently, they are the reference documents to be used in the development of all examinations, be they ministerial examinations or those developed by adult education centres 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.<sup>1</sup>

Furthermore, 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.<sup>2</sup> The DEDs and the criterion-referenced rubrics are recommended 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

<b>General Information</b>	
<p><b>Broad Areas of Learning</b></p> <ul style="list-style-type: none"> <li>• Health and Well-Being</li> <li>• Environmental Awareness and Consumer Rights and Responsibilities</li> <li>• Career Planning and Entrepreneurship</li> <li>• Media Literacy</li> <li>• Citizenship and Community Life</li> </ul> <p><b>Subject Area</b></p> <ul style="list-style-type: none"> <li>• Personal Development</li> </ul> <p><b>Families of Learning Situations</b></p> <ul style="list-style-type: none"> <li>• Dependency on gambling</li> </ul>	<p><b>Program of Study</b></p> <ul style="list-style-type: none"> <li>• Preventing Dependency</li> </ul> <p><b>Course</b></p> <ul style="list-style-type: none"> <li>• Preventing Dependency on Gambling</li> </ul>
<b>Essential Elements Targeted by the Evaluation</b>	
<p><b>Subject-Specific Competency</b></p> <ol style="list-style-type: none"> <li>1. Explores the phenomenon of dependency</li> <li>2. Interprets the phenomenon of dependency</li> <li>3. Takes a critical look at the prevention of dependency</li> </ol>	<p><b>Categories of Knowledge</b></p> <ul style="list-style-type: none"> <li>• Dependency and prevention</li> <li>• Personal environment</li> <li>• Spheres of influence</li> <li>• Consequences for oneself and others</li> <li>• Support resources</li> </ul>
<b>Evaluation Criteria</b>	
<p><b>Evaluation Criteria for Competency 1</b></p> <ol style="list-style-type: none"> <li>1. Adequate use of information gathered on dependency on gambling</li> </ol> <p><b>Evaluation Criteria for Competency 2</b></p> <ol style="list-style-type: none"> <li>2. Careful analysis of the risk factors and protection factors at play in a situation of dependency on gambling</li> </ol> <p><b>Evaluation Criteria for Competency 3</b></p> <ol style="list-style-type: none"> <li>3. Relevant and coherent arguments concerning the prevention of dependency on gambling based on a variety of credible sources</li> </ol>	<p><b>Proficiency in Subject-Specific Knowledge</b></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>



## Explanation of the Evaluation Content

### Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

#### Information Clarifying the Evaluation Criteria

#### 1. Adequate use of information gathered on dependency on gambling

This criterion measures the adult learner's ability to:

- make connections between different elements in a situation of dependency on gambling

#### 2. Careful analysis of the risk factors and protection factors at play in a situation of dependency on gambling

This criterion measures the adult learner's ability to:

- identify the influence of risk factors, protection factors and consequences in a situation of dependency on gambling

#### 3. Relevant and coherent arguments concerning the prevention of dependency on gambling based on a variety of credible sources

This criterion measures the adult learner's ability to:

- take a position on one or more actions concerning the prevention of dependency on gambling, based on at least two relevant sources of information

### Proficiency in Subject-Specific Knowledge

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

### Weighting

The weighting of the competencies is determined in accordance with the relative importance of each competency in the course. The competencies are weighted as follows:

Competency 1: Explores the phenomenon of dependency: 30%

Competency 2: Interprets the phenomenon of dependency: 50%

Competency 3: Takes a critical look at the prevention of dependency: 20%

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

The following table presents the prescribed knowledge for this course. The examination must mobilize:

- at least one element of knowledge from each of the categories of knowledge
- at least half of the elements of knowledge

### Subject-specific Content

Categories of knowledge	Knowledge
<b>Dependency and prevention</b>	<ul style="list-style-type: none"> <li>• Preventive approaches</li> <li>• Preventive actions</li> <li>• Types of gambling</li> <li>• Typical gambler profiles</li> <li>• Scope of the phenomenon</li> <li>• Differences between men and women</li> <li>• Reasons for gambling</li> <li>• Laws and regulations</li> <li>• Pressure and opinion groups</li> <li>• Government agencies</li> <li>• Ministries involved in the implementation of the Plan d'action gouvernemental sur le jeu pathologique 2002-2005</li> </ul>
<b>Personal environment</b>	<ul style="list-style-type: none"> <li>• Law of cause and effect</li> <li>• Cycle of dependency</li> </ul>
<b>Spheres of influence</b>	<ul style="list-style-type: none"> <li>• Concepts</li> <li>• Myths and beliefs</li> <li>• Risk factors</li> <li>• Protection factors</li> </ul>
<b>Consequences for oneself and others</b>	<ul style="list-style-type: none"> <li>• Psychosocial consequences</li> <li>• Economic consequences</li> </ul>
<b>Support resources</b>	<ul style="list-style-type: none"> <li>• Public, private and community resources</li> <li>• School-related resources</li> </ul>

## Specifications for the Evaluation Instruments

### Examination: Number of Parts, Sections, Procedure and Duration

The examination can be administered in one or two parts, at a time judged appropriate by the teacher.

The teacher determines the duration of the examination, according to the instrument(s) used. In total, no more than 180 minutes 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 take the following form:

- an interview
- a questionnaire
- an oral presentation
- a case study
- a role-playing exercise
- a presentation of a personal production such as a research project, a logbook or a portfolio

In all cases, the teacher must make a judgment at the end of the course.

The teacher must recognize the adult learner's productions as authentic.

### Information-Gathering Tool

- The *Adult's Booklet* (one booklet for each part of the examination, as required)

### Authorized Materials

It is up to the teacher to authorize materials deemed relevant to the examination.

**Assessment Tool**

The criterion-referenced rubric is the tool to be used by the teacher to make an assessment of the competencies “Explores the phenomenon of dependency,” “Interprets the phenomenon of dependency” and “Takes a critical look at the prevention of dependency.” In criterion-referenced interpretation, the information gathered is compared with the outcomes expected of the adult learner.<sup>3</sup> The rubric is prescribed and includes the following rating scale:

Competency development:

- Advanced
- Thorough
- Acceptable
- Partial
- Minimal

**Pass Mark**

The pass mark is 60%.

**Retakes**

The adult learner can retake the entire examination or one part of it.

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



## **APPENDIX – CRITERION-REFERENCED RUBRIC**



Adult General Education

<p style="text-align: center;"><b>EVALUATION</b></p> <p style="text-align: center;"><b>Criterion-Referenced Rubric</b></p> <hr/> <p style="text-align: center;">Name of the Adult Learner</p> <hr/> <p style="text-align: center;">Name of the Teacher</p> <hr/> <p style="text-align: center;">Date</p>
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Diversified Basic Education Program  
*Preventing Dependency*

Course  
*Preventing Dependency on Gambling*

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**Competency 1: Explores the phenomenon of dependency (30%)**

**Competency 2: Interprets the phenomenon of dependency (50%)**

**Competency 3: Takes a critical look at the prevention of dependency (20%)**

**Instructions:**

- For each criterion, circle the statement(s) that correspond(s) to the adult learner's performance level.
- Only those marks indicated in the rubric may be assigned. Enter the marks obtained in the appropriate spaces in the last column.

<b>Rating Scale</b> <b>Evaluation criteria</b>	<b>Advanced</b> competency development	<b>Thorough</b> competency development	<b>Acceptable</b> competency development	<b>Partial</b> competency development	<b>Minimal</b> competency development	<b>Mark</b>
1. Adequate use of information gathered on dependency on gambling	The adult learner establishes relationships between different elements in a situation of dependency on gambling in a rigorous, precise and detailed manner.  <b>30</b>	The adult learner establishes relationships between different elements in a situation of dependency on gambling in an accurate and reasonably complete manner.  <b>24</b>	The adult learner establishes relationships between different elements in a situation of dependency on gambling in an accurate, but somewhat cursory manner.  <b>18</b>	The adult learner has difficulty establishing relationships between different elements in a situation of dependency on gambling.  <b>12</b>	The adult learner has pronounced difficulty establishing relationships between different elements in a situation of dependency on gambling.  <b>6</b>	<b>___/30</b>
2. Careful analysis of the risk factors and protection factors at play in situations of dependency on gambling	The adult learner analyzes the risk factors, protection factors and consequences in a situation of dependency on gambling in a precise and detailed manner.  <b>50</b>	The adult learner analyzes the risk factors, protection factors and consequences in a situation of dependency on gambling in an accurate and reasonably complete manner.  <b>40</b>	The adult learner analyzes the risk factors, protection factors and consequences in a situation of dependency on gambling in an accurate, but somewhat cursory manner.  <b>30</b>	The adult learner has difficulty analyzing the risk factors, protection factors and consequences in a situation of dependency on gambling.  <b>20</b>	The adult learner has pronounced difficulty analyzing the risk factors, protection factors and consequences in a situation of dependency on gambling.  <b>10</b>	<b>___/50</b>

<b>Rating Scale</b> <b>Evaluation criteria</b>	<b>Advanced</b> competency development	<b>Thorough</b> competency development	<b>Acceptable</b> competency development	<b>Partial</b> competency development	<b>Minimal</b> competency development	<b>Mark</b>
3. Relevant and coherent arguments concerning the prevention of dependency on gambling based on a variety of credible sources	The adult learner presents a consistent, relevant and substantiated argument concerning an action or actions appropriate to the prevention of dependency on gambling. The argument is well documented.  <b>20</b>	The adult learner presents a consistent, relevant argument concerning an action or actions appropriate to the prevention of dependency on gambling. The argument is well documented.  <b>16</b>	The adult learner presents a relevant but cursory argument concerning an action or actions appropriate to the prevention of dependency on gambling. The argument is documented.  <b>12</b>	The adult learner presents an argument with little relevance or consistency concerning an action or actions appropriate to the prevention of dependency on gambling.  <b>8</b>	The adult learner presents an argument with very little relevance or consistency concerning an action or actions appropriate to the prevention of dependency on gambling.  <b>4</b>	          <b>___/20</b>
<b>Final mark:</b>						<b>___/100</b>

Assign a mark of 0 when the adult learner's performance does not correspond to any of the statements in the rubric.





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