

DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

Committing to Success

PURSUING AN EDUCATION

CST-5001-1

April 2019

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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.¹

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.² 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

General Information	
Broad Areas of Learning <ul style="list-style-type: none"> • Health and Well-Being • Environmental and Consumer Awareness • World of Work • Citizenship Subject Area <ul style="list-style-type: none"> • Personal Development Class of Situations <ul style="list-style-type: none"> • Adjusting to an educational environment 	Program of Study <ul style="list-style-type: none"> • Commitment to Success Course <ul style="list-style-type: none"> • Pursuing an Education
Essential Elements Targeted by the Evaluation	
Deals competently with real-life situations related to adjusting to an educational environment	Categories of Knowledge <ul style="list-style-type: none"> • Personal characteristics necessary for pursuing an education • Conditions related to the pursuit of an education • Conditions for success • Living conditions • Educational background • Resources at the adult education centre • Resources outside the adult education centre
Evaluation Criteria	
Evaluation Criteria for the Competency <ol style="list-style-type: none"> 1. Considered adaptation to the requirements of a course of study 2. Accurate identification of factors that should be taken into consideration when going back to school 3. Methodical exploration of resources that can help them fulfill personal expectations related to learning needs 	Proficiency in Subject-Specific Knowledge <p>Proficiency in subject-specific knowledge presupposes its acquisition, understanding, application and mobilization, and is therefore linked with the evaluation criteria for the competency.</p>

Explanation of the Evaluation Content

Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

Information Clarifying the Evaluation Criteria

1. Considered adaptation to the requirements of a course of study

This criterion measures the adult learner's ability to:

- Identify their personal characteristics, conditions for success and conditions related to the pursuit of an education

2. Accurate identification of factors that should be taken into consideration when going back to school

This criterion measures the adult learner's ability to:

- Consider their living conditions and educational background

3. Methodical exploration of resources that can help them fulfill personal expectations related to learning needs

This criterion measures the adult learner's ability to:

- Identify internal and external resources that might be useful in their pursuit of education

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

In this course, the weighting for the evaluation of 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

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
Personal characteristics necessary for pursuing an education	<ul style="list-style-type: none"> • Attitudes • Behaviours • Lifestyle habits
Conditions related to the pursuit of an education	<ul style="list-style-type: none"> • Adult education centre's code of conduct • Administrative rules • Socio-cultural considerations
Conditions for success	<ul style="list-style-type: none"> • Success factors • Importance of having educational objectives
Living conditions	<ul style="list-style-type: none"> • Family conditions • Economic conditions • Social conditions • Cultural conditions
Educational background	<ul style="list-style-type: none"> • Previous schooling • Psycho-emotional experience • Relational experience • Strengths as an adult learner • Limitations as an adult learner • Barriers to staying in school
Resources at the adult education centre	<ul style="list-style-type: none"> • Names, titles and roles of staff members • Organizational tools • Learning materials • Services
Resources outside the adult education centre	<ul style="list-style-type: none"> • Community organizations • Rehabilitation centres

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 120 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 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 student's level of competency in dealing with real-life situations related to adjusting to an educational environment. In criterion-referenced interpretation, the information gathered is compared with the outcomes expected of the adult learner.³ These rubrics are prescriptive and include 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.

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

APPENDIX – CRITERION-REFERENCED RUBRICS

Adult General Education

EVALUATION

Criterion-Referenced Rubrics

Adult learner's name

Teacher's name

Date

Diversified Basic Education Program
Committing to Success

Course
Pursuing an Education
CST-5001-1

Deals competently with real-life situations related to adjusting to an educational environment

Instructions:

- For each criterion, circle the statement that corresponds to the adult learner's performance level.
- In the last column, enter the mark from the rubric that most closely corresponds to your assessment of the adult learner's performance level.

Rating scale Evaluation criteria	Advanced competency development	Thorough competency development	Acceptable competency development	Partial competency development	Minimal competency development	Mark
1. Considered adaptation to the requirements of a course of study	The adult learner establishes connections in a rigorous, precise and detailed manner between their personal situation and the requirements of a course of study. 40	The adult learner establishes connections in an accurate and reasonably thorough manner between their personal situation and the requirements of a course of study. 32	The adult learner establishes connections in an accurate but somewhat cursory manner between their personal situation and the requirements of a course of study. 24	The adult learner has difficulty establishing connections between their personal situation and the requirements of a course of study. 16	The adult learner has great difficulty establishing connections between their personal situation and the requirements of a course of study. 8	___/40
2. Accurate identification of factors that should be taken into consideration when going back to school	The adult learner identifies in a rigorous, precise and detailed manner their own personal factors. 40	The adult learner identifies in an accurate and reasonably thorough manner their own personal factors. 32	The adult learner identifies in an accurate but somewhat cursory manner their own personal factors. 24	The adult learner has difficulty identifying their own personal factors. 16	The adult learner has great difficulty identifying their own personal factors. 8	___/40
3. Methodical exploration of resources that can help them fulfill personal expectations related to learning needs	The adult learner presents in a rigorous, precise and detailed manner resources that can help them in their pursuit of an education. 20	The adult learner presents in an accurate and reasonably thorough manner resources that can help them in their pursuit of an education. 16	The adult learner presents in an accurate but somewhat cursory manner resources that can help them in their pursuit of an education. 12	The adult learner has difficulty presenting resources that can help them in their pursuit of an education. 8	The adult learner has great difficulty presenting resources that can help them in their pursuit of an education. 4	___/20
Final result:						___/100

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

