

DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

Committing to Success

DOING AN ASSIGNMENT

CST-5004-1

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.

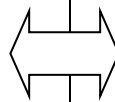
All the DEDs produced after June 30, 2014, by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) are prescriptive. Consequently, they are the reference documents to be used in the development of all examinations, be they ministerial examinations or those developed by adult education centres 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	
<p>Broad Areas of Learning</p> <ul style="list-style-type: none"> • Health and Well-Being • Environmental and Consumer Awareness • World of Work • Citizenship <p>Subject Area</p> <ul style="list-style-type: none"> • Personal Development <p>Class of Situations</p> <ul style="list-style-type: none"> • Doing a Project 	<p>Program of Study</p> <ul style="list-style-type: none"> • Commitment to Success <p>Course</p> <ul style="list-style-type: none"> • Doing an Assignment
Essential Elements Targeted by the Evaluation	
<p>Deals competently with real-life situations in which they must do a project</p>	<p>Categories of Knowledge</p> <ul style="list-style-type: none"> • General conditions • Conditions for success • Resources • Gathering and analyzing information • Communicating findings
Evaluation Criteria	
<p>Evaluation Criteria for the Competency</p> <ol style="list-style-type: none"> 1. Methodical organization of a project 2. Appropriate processing of information 3. Appropriate presentation of the final product 	<p>Proficiency in Subject-Specific Knowledge</p> <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. **Methodical organization of a project**

This criterion measures the adult learner's ability to:

- Plan a project based on the general conditions, conditions for success and available resources

2. **Appropriate processing of information**

This criterion measures the adult learner's ability to:

- Gather information, process it and use it in a project

3. **Appropriate presentation of the final product**

This criterion measures the adult learner's ability to:

- Prepare and give an oral presentation

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
General conditions	<ul style="list-style-type: none"> • Stages of a project • Personal assets • Personal characteristics
Conditions for success	<ul style="list-style-type: none"> • Success factors • Organizational principles
Resources	<ul style="list-style-type: none"> • Human • Material • Financial
Gathering and analyzing information	<ul style="list-style-type: none"> • Credible sources • Selection criteria • Tools for recording information • Examination of findings • Organization of final product
Communicating findings	<ul style="list-style-type: none"> • Presentation of the project • Presentation materials • Guidelines for verbal communication • Non-verbal communication

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 this course, the evaluation criterion 3 must be evaluated orally.

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 in which they must do a project. 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
Doing an Assignment
CST-5004-1

Deals competently with real-life situations in which they must do a project

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. Methodical organization of a project	The adult learner plans in a rigorous, precise and detailed manner how to carry out a project. 40	The adult learner plans in an accurate and reasonably thorough manner how to carry out a project. 32	The adult learner plans in an accurate but somewhat cursory manner how to carry out a project. 24	The adult learner has difficulty planning how to carry out a project. 16	The adult learner has great difficulty planning how to carry out a project. 8	___/40
2. Appropriate processing of information	The adult learner collects and processes information in a rigorous manner and uses it appropriately in a project. 40	The adult learner collects and processes information in an accurate and reasonably thorough manner and uses it correctly in a project. 32	The adult learner collects and processes information in an accurate but somewhat cursory manner and uses it correctly in a project. 24	The adult learner has difficulty collecting, processing and using information. 16	The adult learner has great difficulty collecting, processing and using information. 8	___/40
3. Appropriate presentation of the final product	The adult learner prepares the oral presentation in a rigorous manner and respects all guidelines for verbal communication. 20	The adult learner prepares the oral presentation in a fairly precise manner and respects most of the guidelines for verbal communication. 16	The adult learner prepares the oral presentation in a cursory manner and respects the basic guidelines for verbal communication. 12	The adult learner has difficulty preparing an oral presentation. 8	The adult learner has great difficulty preparing an oral presentation. 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.

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