

# DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

---

Pedagogical Support

Committing to Success

DOING AN ASSIGNMENT

CST-5004-1

January 2021

## Table of Contents

<b>Introduction</b> .....	1
<b>Evaluation Content</b> .....	2
<b>Explanation of the Evaluation Content</b> .....	3
Evaluation Criteria.....	3
Proficiency in Subject-Specific Knowledge .....	3
Weighting .....	3
Knowledge .....	4
<b>Specifications for the Evaluation Instruments</b> .....	5
Examination: Number of Parts, Sections, Procedure and Duration .....	5
Examination Content .....	5
Information-Gathering Tool .....	5
Authorized Materials .....	5
Assessment Tool .....	6
Pass Mark.....	6
Retakes .....	6
<b>Appendix</b> .....	7
Criterion-Referenced Rubrics .....	9

## 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.

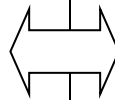
All the DEDs produced after June 30, 2014, by the Ministère de l'Éducation (MEQ) are prescriptive. Consequently, they are the reference documents to be used in the development of all examinations, be they ministerial examinations or those developed by adult education centres or by Société GRICS (BIM). 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.

- 
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 and Consumer Awareness</li> <li>• World of Work</li> <li>• Citizenship</li> </ul> <p><b>Subject Area</b></p> <ul style="list-style-type: none"> <li>• Personal Development</li> </ul> <p><b>Class of Situations</b></p> <ul style="list-style-type: none"> <li>• Doing a Project</li> </ul>	<p><b>Program of Study</b></p> <ul style="list-style-type: none"> <li>• Commitment to Success</li> </ul> <p><b>Course</b></p> <ul style="list-style-type: none"> <li>• Doing an Assignment</li> </ul>
<b>Essential Elements Targeted by the Evaluation</b>	
<p><b>Deals competently with real-life situations in which they must do a project</b></p>	<p><b>Categories of Knowledge</b></p> <ul style="list-style-type: none"> <li>• General conditions</li> <li>• Conditions for success</li> <li>• Resources</li> <li>• Gathering and analyzing information</li> <li>• Communicating findings</li> </ul>
<b>Evaluation Criteria</b>	
<p><b>Evaluation Criteria for the Competency</b></p> <ol style="list-style-type: none"> <li>1. Methodical organization of a project</li> <li>2. Appropriate processing of information</li> <li>3. Appropriate presentation of the final product</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 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
<b>General conditions</b>	<ul style="list-style-type: none"> <li>• Stages of a project</li> <li>• Personal assets</li> <li>• Personal characteristics</li> </ul>
<b>Conditions for success</b>	<ul style="list-style-type: none"> <li>• Success factors</li> <li>• Organizational principles</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Human</li> <li>• Material</li> <li>• Financial</li> </ul>
<b>Gathering and analyzing information</b>	<ul style="list-style-type: none"> <li>• Credible sources</li> <li>• Selection criteria</li> <li>• Tools for recording information</li> <li>• Examination of findings</li> <li>• Organization of final product</li> </ul>
<b>Communicating findings</b>	<ul style="list-style-type: none"> <li>• Presentation of the project</li> <li>• Presentation materials</li> <li>• Guidelines for verbal communication</li> <li>• Non-verbal communication</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 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.<sup>3</sup> 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

Pedagogical Support  
*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	Plans in a rigorous, precise and detailed manner how to carry out a project. <b>40</b>	Plans in an accurate and reasonably thorough manner how to carry out a project. <b>32</b>	Plans in an accurate but somewhat cursory manner how to carry out a project. <b>24</b>	Has difficulty planning how to carry out a project. <b>16</b>	Has great difficulty planning how to carry out a project. <b>8</b>	___/40
2. Appropriate processing of information	Collects and processes information in a rigorous manner and uses it appropriately in a project. <b>40</b>	Collects and processes information in an accurate and reasonably thorough manner and uses it correctly in a project. <b>32</b>	Collects and processes information in an accurate but somewhat cursory manner and uses it correctly in a project. <b>24</b>	Has difficulty collecting, processing and using information. <b>16</b>	Has great difficulty collecting, processing and using information. <b>8</b>	___/40
3. Appropriate presentation of the final product	Prepares the oral presentation in a rigorous manner and respects all guidelines for verbal communication. <b>20</b>	Prepares the oral presentation in a fairly precise manner and respects most of the guidelines for verbal communication. <b>16</b>	Prepares the oral presentation in a cursory manner and respects the basic guidelines for verbal communication. <b>12</b>	Has difficulty preparing an oral presentation. <b>8</b>	Has great difficulty preparing an oral presentation. <b>4</b>	___/20
<b>Final result:</b>						___/100

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



