

DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Sociovocational Integration

RECONCILING WORK AND PERSONAL LIFE

SVI-3017-2

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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 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

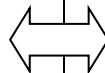
In addition, as set out in the *Policy on the Evaluation of Learning*, adult learners must know what they will be evaluated on and what is expected of them.² The DEDs and the criterion-referenced rubrics (contained in the evaluation instruments) may be used for this purpose.

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"> • Managing daily activities 	<p>Program of Study</p> <ul style="list-style-type: none"> • Sociovocational Integration <p>Course</p> <ul style="list-style-type: none"> • Reconciling Work and Personal Life
Essential Elements Targeted by the Evaluation	
<p>Deals competently with real-life situations that involve managing daily activities</p>	<p>Categories of Knowledge</p> <ul style="list-style-type: none"> • Process of organizing daily activities • Types of daily activities • Factors to be considered in determining his/her most important daily activities • Factors to be considered in planning how he/she will get around • Time management tools • Observance of basic principles related to healthy lifestyle habits and stress management • Change he/she wants to make in the way daily activities are organized • Action plan for organizing daily activities
Evaluation Criteria	
<p>Evaluation Criteria for the Competency</p> <ol style="list-style-type: none"> 1. Organizes daily activities methodically 2. Systematically reviews how daily activities are organized 	<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. Organizes daily activities methodically
 - Plans his/her daily activities
 - Adheres to his/her priorities
2. Systematically reviews how daily activities are organized
 - Determines the change he/she wants to make in the way daily activities are organized
 - Develops an action plan to achieve the desired change

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
Process of organizing daily activities	<ul style="list-style-type: none"> List of activities that are consistent with his/her values, needs and personal motivation Determining the most important activities Planning how time is to be used on a daily, weekly or monthly basis Sharing tasks and responsibilities with those around him/her Reviewing use of time to deal with contingencies
Factors to be considered in determining his/her most important daily activities	<ul style="list-style-type: none"> Requirements associated with these activities Time available Amount of energy Financial situation Values Needs and personal motivation Needs of those around him/her
Factors to be considered in planning how he/she will get around	<ul style="list-style-type: none"> Route Distance Time Available means of transportation Cost of means of transportation
Observance of basic principles related to healthy lifestyle habits and stress management	<ul style="list-style-type: none"> Diet Sleep Physical activities Relaxation
Change he/she wants to make in the way daily activities are organized	<ul style="list-style-type: none"> Determining the change he/she wants to make Clearly and precisely stated change that can be achieved within a specific time frame
Action plan for organizing daily activities	<ul style="list-style-type: none"> Means for achieving desired change Internal and external resources Deadlines Possible pitfalls and obstacles Alternative solutions

The examination must also cover the following two categories of knowledge:

Categories of Knowledge	Knowledge
Time management tools	<ul style="list-style-type: none"> Day planner To-do list Schedule
Types of daily activities	<ul style="list-style-type: none"> Social activities Economic or work-related activities Family and household activities Sports activities Personal development or growth activities

Specifications for the Evaluation Instruments

Examination: Number of Parts, Sections, Procedure and Duration

The examination may be administered in one or two 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 two 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
- a table
- a case study
- an interview
- 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 managing daily activities, 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.

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