

# DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

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Sociovocational Integration

TIME MANAGEMENT IN THE WORKPLACE

SVI-3019-3

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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.<sup>1</sup>

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.<sup>2</sup> The DEDs and the criterion-referenced rubrics (contained in the evaluation instruments) may be used for this purpose.

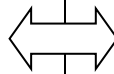
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<sup>1</sup> Québec, Ministère de l'Éducation du Québec, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 47.

<sup>2</sup> *Ibid.*, 9.

## Evaluation Content

<b>General Information</b>	
<p><b>Broad Area of Learning</b></p> <ul style="list-style-type: none"> <li>• World of Work</li> </ul> <p><b>Subject Area</b></p> <ul style="list-style-type: none"> <li>• Working Life</li> </ul> <p><b>Class of Situations</b></p> <ul style="list-style-type: none"> <li>• Managing his/her time at work</li> </ul>	<p><b>Program of Study</b></p> <ul style="list-style-type: none"> <li>• Sociovocational Integration</li> </ul> <p><b>Course</b></p> <ul style="list-style-type: none"> <li>• Time Management in the Workplace</li> </ul>
<b>Essential Elements Targeted by the Evaluation</b>	
<p><b>Deals competently with real-life situations that involve managing his/her time at work</b></p>	<p><b>Categories of Knowledge</b></p> <ul style="list-style-type: none"> <li>• Punctuality and regular attendance</li> <li>• Applying the company's policy regarding tardiness, absences and time off</li> <li>• Process of organizing his/her time at work</li> <li>• Role and responsibilities within the company</li> <li>• Factors to be considered in determining the most important work tasks</li> <li>• Time management tools</li> <li>• Company's expectations concerning time management</li> <li>• Change he/she wants to make in terms of managing his/her time at work</li> <li>• Action plan regarding time management at work</li> </ul>
<b>Evaluation Criteria</b>	
<p><b>Evaluation Criteria for the Competency</b></p> <ol style="list-style-type: none"> <li>1. Meets the requirements of punctual and regular work attendance</li> <li>2. Methodically organizes his/her work time</li> <li>3. Carefully reviews the way he/she manages his/her work time</li> </ol>	<p><b>Proficiency in Essential Knowledge</b></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. Meets the requirements of punctual and regular work attendance
  - Complies with the company's policy regarding punctual and regular work attendance
2. Methodically organizes his/her work time
  - Methodically organizes his/her time on a daily, weekly or monthly basis
3. Carefully reviews the way he/she manages his/her work time
  - Determines the change he/she wants to make in terms of managing his/her time at work
  - 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
Punctuality and regular attendance	<ul style="list-style-type: none"> <li>Observance of work schedule: time of arrival and time of departure, health breaks, meals, meetings, appointments</li> <li>Maintaining a work pace that is consistent with the company's expectations</li> </ul>
Applying the company's policy regarding tardiness, absences and time off	<ul style="list-style-type: none"> <li>Rules and procedures</li> <li>Workers' rights</li> <li>Workers' obligations</li> </ul>
Process of organizing his/her time at work	<ul style="list-style-type: none"> <li>List of work tasks to be carried out</li> <li>Estimating the time needed to carry out work tasks</li> <li>Determining the most important tasks</li> <li>Planning time on a daily, weekly or monthly basis (work tasks, appointments, time off)</li> <li>Reviewing use of time by taking contingencies into account</li> </ul>
Role and responsibilities within the company	<ul style="list-style-type: none"> <li>Task description</li> <li>Company hierarchy</li> </ul>
Factors to be considered in determining the most important work tasks	<ul style="list-style-type: none"> <li>Task requirements</li> <li>Importance of tasks</li> <li>Urgency of tasks</li> <li>Available time</li> </ul>
Company's expectations concerning time management	<ul style="list-style-type: none"> <li>Formal expectations (official rules)</li> <li>Informal expectations (unofficial rules)</li> </ul>
Change he/she wants to make in terms of managing his/her time at work	<ul style="list-style-type: none"> <li>Determining the change he/she wants to make</li> <li>Clearly and precisely stated change that can be achieved within a specific time frame</li> </ul>
Action plan regarding time management at work	<ul style="list-style-type: none"> <li>Ways of making the desired change</li> <li>Internal and external resources</li> <li>Schedules</li> <li>Possible pitfalls and obstacles</li> <li>Alternative solutions</li> </ul>

The examination must also cover at least one of the items of knowledge from the following category:

Category of Knowledge	Knowledge
Time management tools	<ul style="list-style-type: none"> <li>Day planner</li> <li>List of tasks</li> <li>Schedule</li> </ul>

## Specifications for the Evaluation Instruments

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

The examination may be administered in one, two or three 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 three 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
- a role-playing activity
- a simulation
- 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 his/her time at work, 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.<sup>3</sup> 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.

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





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