

DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Sociovocational Integration

JOB INTERVIEWS

SVI-3031-3

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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.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"> • Job interviews 	<p>Program of Study</p> <ul style="list-style-type: none"> • Sociovocational Integration <p>Course</p> <ul style="list-style-type: none"> • Job Interviews
Essential Elements Targeted by the Evaluation	
<p>Deals competently with real-life situations that involve job interviews</p>	<p>Categories of Knowledge</p> <ul style="list-style-type: none"> • Gathering information about the job in question • Preparing for an interview on a practical level • Preparing for an interview on a psychological level • Preparing for an individual interview in terms of content • Social rules and conventions in interviews • Techniques for individual and group interviews • Techniques specific to individual interviews • Techniques specific to group interviews
Evaluation Criteria	
<p>Evaluation Criteria for the Competency</p> <ol style="list-style-type: none"> 1. Prepares appropriately for a job interview 2. Successfully goes through a job interview 3. Carefully evaluates a job interview 	<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. Prepares appropriately for a job interview
 - Adequately prepares for an individual interview in terms of content
2. Successfully goes through a job interview
 - Observes social rules and conventions during the interview
 - Uses relevant interview techniques
3. Carefully evaluates a job interview
 - Clarifies the difficulties he/she experienced during the interview

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
Gathering information about the job in question	<ul style="list-style-type: none"> • Tasks • Working conditions • Selection criteria • Type of company
Preparing for an interview on a practical level	<ul style="list-style-type: none"> • Choice of clothing • Selecting personalized job search tools
Preparing for an interview on a psychological level	<ul style="list-style-type: none"> • Determining ways of managing stress
Preparing for an individual interview in terms of content	<ul style="list-style-type: none"> • Comparing his/her personal and occupational characteristics with the characteristics of the job in question • Determining his/her resources and limitations with respect to the job in question • Preparing answers to questions generally asked in interviews (e.g. arguments that show him/her to best advantage)
Social rules and conventions in interviews	<ul style="list-style-type: none"> • Proper grooming and appropriate dress • Punctuality • Courtesy • Firm handshake
Techniques for individual and group interviews	<ul style="list-style-type: none"> • Good posture • Clear and audible language • Making eye contact • Motivation and enthusiasm • Attention to the interviewer's body language and cues

The examination must also cover at least one of the following categories of knowledge:

Categories of Knowledge	Knowledge
Techniques specific to individual interviews	<ul style="list-style-type: none"> • Assertive and positive answers • Complete and relevant answers • Use of concrete examples (showing that he/she has the qualities and competencies for the job in question) • Asking the interviewer relevant questions
Techniques specific to group interviews	<ul style="list-style-type: none"> • Participation in suggested activities • Following instructions • Helping to maintain a positive atmosphere

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:

- 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

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 job interviews, 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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