

# DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

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Diversified Basic Education Program

Human Sexuality

SEXUALITY IN ALL ITS DIMENSIONS

PRS-5201-3

August 2019

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## Introduction

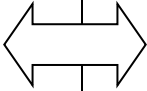
The Definition of the Evaluation Domain (DED) ensures consistency between a course and the related evaluation instruments. The DED is used to select, organize and describe the essential and representative elements of a course. The DED is based on the program of study and the course, but should by no 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.<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.

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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><b>Broad Areas of Learning</b></p> <ul style="list-style-type: none"> <li>• Health and Well-Being</li> <li>• Environmental Awareness and Consumer Rights and Responsibilities</li> <li>• Media Literacy</li> <li>• Citizenship and Community Life</li> </ul> <p><b>Subject Area</b></p> <ul style="list-style-type: none"> <li>• Personal Development</li> </ul> <p><b>Families of Learning Situations</b></p> <ul style="list-style-type: none"> <li>• Risky sexual behaviour</li> <li>• Relationships and dating</li> <li>• Media and the Internet</li> <li>• Sexual rights and prohibitions</li> </ul>	<p><b>Program of Study</b></p> <ul style="list-style-type: none"> <li>• Sexuality</li> </ul> <p><b>Course</b></p> <ul style="list-style-type: none"> <li>• Sexuality in All Its Dimensions</li> </ul>
Essential Elements Targeted by the Evaluation	
<p><b>Subject-Specific Competency</b></p> <ol style="list-style-type: none"> <li>1. Examines situations involving sexuality</li> <li>2. Establishes a relationship between factors influencing the adoption of safe and responsible sexual behaviour</li> <li>3. Makes healthy lifestyle choices with regard to sexuality</li> </ol>	<p><b>Categories of Knowledge</b></p> <ul style="list-style-type: none"> <li>• Social changes</li> <li>• Concepts integral to the frame of reference</li> <li>• Biological dimension</li> <li>• Psychological, affective and relational dimension</li> <li>• Sociocultural dimension</li> <li>• Moral, spiritual and religious dimension</li> <li>• Ethical and legal dimension</li> <li>• Public and community support services (concerning sexuality)</li> </ul>
Evaluation Criteria	
<p><b>Evaluation Criteria for Competency 1</b></p> <ol style="list-style-type: none"> <li>1. Appropriate treatment of information gathered on situations involving sexuality</li> </ol> <p><b>Evaluation Criteria for Competency 2</b></p> <ol style="list-style-type: none"> <li>2. Establishment of appropriate relationships between elements of information on sexuality in order to draw conclusions</li> </ol> <p><b>Evaluation Criteria for Competency 3</b></p> <ol style="list-style-type: none"> <li>3. Relevant, coherent arguments to support the adult learner's position, using a range of credible sources of information on sexuality</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 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. **Appropriate treatment of information gathered on situations involving sexuality**

This criterion measures the adult learner's ability to:

- identify a problem of a sexual nature based on the dimensions of sexuality

#### 2. **Establishment of appropriate relationships between elements of information on sexuality in order to draw conclusions**

This criterion measures the adult learner's ability to:

- connect behaviours – responsible and safe, or risky – with their causes or consequences

#### 3. **Relevant, coherent arguments to support the adult learner's position, using a range of credible sources of information on sexuality**

This criterion measures the adult learner's ability to:

- take a position on one or more actions that foster a healthy lifestyle regarding sexuality, based on at least two relevant sources of information

### 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

The weighting of the competencies is determined in accordance with the relative importance of each competency in the course. The competencies are weighted as follows:

Competency 1: Examines situations involving sexuality: 30%

Competency 2: Establishes a relationship between factors influencing the adoption of safe and responsible sexual behaviour: 50%

Competency 3: Makes healthy lifestyle choices with regard to sexuality: 20%

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 a representative number of elements of knowledge in at least six of the eight categories of knowledge.

### Subject-specific Content

Categories of knowledge	Knowledge
<p><b>Social changes</b></p>	<p>1960s</p> <ul style="list-style-type: none"> <li>• The sexual revolution</li> <li>• Recognition by the State of the private nature of sexual acts between consenting adults (<i>Criminal Law Amendment Act, 1968-69</i>)</li> </ul> <p>1970s</p> <ul style="list-style-type: none"> <li>• Examination of and responsibility for personal sexual health</li> <li>• Sex education from a health and prevention perspective</li> </ul> <p>1980s and 1990s</p> <ul style="list-style-type: none"> <li>• Compulsory sex education in elementary and secondary schools</li> <li>• HIV/AIDS epidemic</li> <li>• Sex education addressed openly, denunciation of violence and sexism in the media and on the Internet</li> <li>• Legalization of abortion in Canada</li> </ul> <p>2000s</p> <ul style="list-style-type: none"> <li>• Focus on comprehensive approach to sex education, taking all dimensions into account, while emphasizing its positive value</li> <li>• Pervasive presence of human sexuality in all social and educational spheres</li> <li>• Increase in STBBIs</li> <li>• Legal changes               <ul style="list-style-type: none"> <li>– Gay marriages recognized legally, but not by the Catholic Church</li> <li>– Age of consent raised</li> </ul> </li> </ul>
<p><b>Concepts integral to the frame of reference</b></p>	<p>Dimensions of sexuality</p> <ul style="list-style-type: none"> <li>• Biological dimension</li> <li>• Psychological, affective and relational dimension</li> <li>• Sociocultural dimension</li> <li>• Moral, spiritual and religious dimension</li> <li>• Ethical and legal dimension</li> </ul> <p>Motivation cycle</p> <ul style="list-style-type: none"> <li>• Knowledge of the problem</li> <li>• Awareness of the problem (risk)</li> <li>• Emotion (being affected)</li> <li>• Information search</li> <li>• Motivation</li> <li>• Decision to change</li> <li>• Assessment of gains and losses</li> <li>• Adoption and maintenance of preventive behaviour</li> <li>• Eventual relapse</li> </ul>

<p><b>Biological dimension</b></p>	<p>Male and female anatomy and physiology</p> <ul style="list-style-type: none"> <li>• Sex organs</li> <li>• Reproductive system</li> </ul> <p>Physical reactions to sexual stimulus</p> <ul style="list-style-type: none"> <li>• Sexual arousal, orgasm, sex drive</li> <li>• Changes in the body's reactions under the influence of substances or circumstances</li> </ul> <p>Family planning</p> <ul style="list-style-type: none"> <li>• Fertility cycle</li> <li>• Contraception: methods and use</li> </ul> <p>STBBIs</p> <ul style="list-style-type: none"> <li>• Modes of transmission and preventive measures <ul style="list-style-type: none"> <li>– Types of infection, symptoms and absence of symptoms</li> </ul> </li> </ul>
<p><b>Psychological, affective and relational dimension</b></p>	<p>Gender identity</p> <ul style="list-style-type: none"> <li>• Distinction between “gender identity” and “sexual orientation”</li> <li>• Formation of gender identity (male and female)</li> </ul> <p>Sexual orientation</p> <ul style="list-style-type: none"> <li>• Sexual orientation: homosexuality, bisexuality, heterosexuality</li> <li>• Development of sexual orientation and coming out (revealing or disclosing of sexual orientation)</li> </ul> <p>Body image</p> <ul style="list-style-type: none"> <li>• Construction of body image</li> </ul> <p>Feelings, emotions and affects related to sexuality</p> <ul style="list-style-type: none"> <li>• Impact of feelings, emotions and affects on sexuality</li> </ul> <p>Sensuality, genitality, eroticism and pornography</p> <ul style="list-style-type: none"> <li>• Distinction between “sensuality,” “genitality,” “eroticism” and “pornography,” based on their characteristics</li> <li>• Emotional and sexual intimacy</li> </ul> <p>Communication in interpersonal relations and assertiveness</p> <ul style="list-style-type: none"> <li>• Communication, assertiveness and negotiation strategies</li> <li>• Obstacles to communication and assertiveness</li> </ul> <p>Commitment, couple relationships and family</p> <ul style="list-style-type: none"> <li>• Expression of sexual attraction, ways of establishing a relationship</li> <li>• Development of life as a couple</li> <li>• Management of couple relationships</li> </ul>
<p><b>Sociocultural dimension</b></p>	<p>Media and sexuality</p> <ul style="list-style-type: none"> <li>• Representations of men and women, love and sexuality in the media</li> <li>• Social consequences of messages in the media</li> </ul> <p>Significant persons with regard to sexuality</p> <ul style="list-style-type: none"> <li>• Identification of significant persons and their influence</li> </ul> <p>Gender roles and stereotypes</p> <ul style="list-style-type: none"> <li>• Sociocultural representations of male and female gender roles and sexual stereotypes</li> </ul>

	<p>Rites of passage linked to the body and sexuality</p> <ul style="list-style-type: none"> <li>• Rites of passage connected with the body and sexuality</li> <li>• Sociocultural meaning of rites of passage connected with the body and sexuality</li> </ul> <p>Commercialization of sexuality</p> <ul style="list-style-type: none"> <li>• Different types of commercialization of sexuality</li> <li>• Sociocultural perceptions of different types of commercialization of sexuality</li> </ul> <p>Cybersexuality</p> <ul style="list-style-type: none"> <li>• Types of virtual relationships</li> <li>• Sociocultural perceptions of cybersexuality</li> </ul>
<b>Moral, spiritual and religious dimension</b>	<p>Personal values, principles, beliefs and myths regarding sexuality</p> <ul style="list-style-type: none"> <li>• Clarification of personal values</li> </ul> <p>Personal responsibility with regard to sexuality in general and one's own sexuality in particular</p> <ul style="list-style-type: none"> <li>• Personal responsibilities, respect for oneself and for others</li> <li>• Shared responsibilities</li> </ul>
<b>Ethical and legal dimension</b>	<p>Acceptable sexual behaviour</p> <ul style="list-style-type: none"> <li>• Conditions for acceptable sexual behaviour <ul style="list-style-type: none"> <li>– Consent</li> <li>– Free choice</li> <li>– Legal age</li> <li>– Outside a relationship of authority</li> </ul> </li> </ul> <p>Reprehensible sexual behaviour</p> <ul style="list-style-type: none"> <li>• Conditions for reprehensible sexual behaviour</li> <li>• Lack of consent</li> <li>• Pressure, intimidation, threats</li> <li>• Power</li> <li>• Forms of sexual violence</li> </ul> <p>Civil and collective responsibility with regard to sexuality</p> <ul style="list-style-type: none"> <li>• Victims, witnesses, perpetrators</li> </ul> <p>Human rights in matters related to sexuality</p> <ul style="list-style-type: none"> <li>• Human rights and freedoms</li> <li>• Ethics and confidentiality in sexual matters</li> </ul>
<b>Public and community support services (concerning sexuality)</b>	<p>Public and community support services (concerning sexuality)</p> <ul style="list-style-type: none"> <li>• Québec's health and social services network</li> <li>• Health Canada</li> <li>• Adult education</li> <li>• Professional associations</li> <li>• Examples of organizations providing assistance, support and information</li> <li>• Community organizations in the region and internal resources</li> <li>• General websites for information and answers to questions</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 180 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 case study
- a role-playing exercise
- a presentation of a personal production such as a research project, a logbook or a portfolio

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 competencies “Examines situations involving sexuality,” “Establishes a relationship between factors influencing the adoption of safe and responsible sexual behaviour” and “Makes healthy lifestyle choices with regard to sexuality.” In criterion-referenced interpretation, the information gathered is compared with the outcomes expected of the adult learner.<sup>3</sup> The rubric is prescribed and includes 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.

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

## **APPENDIX – CRITERION-REFERENCED RUBRIC**



Adult General Education

<p style="text-align: center;"><b>EVALUATION</b></p> <p style="text-align: center;"><b>Criterion-Referenced Rubric</b></p> <hr/> <p style="text-align: center;">Name of the Adult Learner</p> <hr/> <p style="text-align: center;">Name of the Teacher</p> <hr/> <p style="text-align: center;">Date</p>
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Diversified Basic Education Program  
*Human Sexuality*

Course  
*Sexuality in All Its Dimensions*  
PRS-5201-3

**Competency 1: Examines situations involving sexuality (30%)**

**Competency 2: Establishes a relationship between factors influencing the adoption of safe and responsible sexual behaviour (50%)**

**Competency 3: Makes healthy lifestyle choices with regard to sexuality (20%)**

**Instructions:**

- For each criterion, circle the statement(s) that correspond(s) to the adult learner's performance level.
- Only those marks indicated in the rubric may be assigned. Enter the marks obtained in the appropriate spaces in the last column.

<b>Rating scale</b> <b>Evaluation criteria</b>	<b>Advanced</b> competency development	<b>Thorough</b> competency development	<b>Acceptable</b> competency development	<b>Partial</b> competency development	<b>Minimal</b> competency development	<b>Mark</b>
1. Appropriate treatment of information gathered on situations involving sexuality	The adult learner analyzes an issue in a rigorous, precise and detailed manner, based on the various dimensions of sexuality.	The adult learner analyzes an issue in an accurate and reasonably thorough manner, based on the various dimensions of sexuality.	The adult learner analyzes an issue in an accurate but somewhat cursory manner, based on the various dimensions of sexuality.	The adult learner has difficulty analyzing an issue based on the various dimensions of sexuality.	The adult learner has great difficulty analyzing an issue based on the various dimensions of sexuality.	___/30
	<b>30</b>	<b>24</b>	<b>18</b>	<b>12</b>	<b>6</b>	
2. Establishment of appropriate relationships between elements of information on sexuality in order to draw conclusions	The adult learner establishes relationships between behaviours and their causes or consequences in a rigorous, precise and detailed manner.	The adult learner establishes relationships between behaviours and their causes or consequences in an accurate and reasonably thorough manner.	The adult learner establishes relationships between behaviours and their causes or consequences in an accurate but somewhat cursory manner.	The adult learner has difficulty establishing relationships between behaviours and their causes or consequences.	The adult learner has great difficulty establishing relationships between behaviours and their causes or consequences.	___/50
	<b>50</b>	<b>40</b>	<b>30</b>	<b>20</b>	<b>10</b>	

Rating scale Evaluation criteria	Advanced competency development	Thorough competency development	Acceptable competency development	Partial competency development	Minimal competency development	Mark
3. Relevant, coherent arguments to support the adult learner's position, using a range of credible sources of information on sexuality	The adult learner presents coherent, relevant and substantiated arguments in support of an action or actions consistent with healthy lifestyle choices with regard to sexuality. The arguments are well documented.	The adult learner presents coherent, relevant arguments in support of an action or actions consistent with healthy lifestyle choices with regard to sexuality. The arguments are well documented.	The adult learner presents relevant but cursory arguments in support of an action or actions consistent with healthy lifestyle choices with regard to sexuality. The arguments are documented.	The adult learner presents arguments with little relevance or coherence in support of an action or actions consistent with healthy lifestyle choices with regard to sexuality.	The adult learner presents arguments with very little relevance or coherence in support of an action or actions consistent with healthy lifestyle choices with regard to sexuality.	___/20
	<b>20</b>	<b>16</b>	<b>12</b>	<b>8</b>	<b>4</b>	
<b>Final mark:</b>						___/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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