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DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

Exploring Entrepreneurship

EXPLORING THE ENTREPRENEURIAL PROFILE

PRS-5401-1

April 2025

Coordination and content

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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 (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.¹

Since the development of evaluation instruments for this course is the responsibility of authorized educational institutions, the prototype examination provided by the Ministère may be used as is, be modified or be used as an example for the development of new versions.

Any new version of the examination or modifications of the prototype examination must bear the logo of the institution that developed it.

At no time may the ministerial and prototype examinations produced by the Ministère be used as evaluation to support learning or as classroom practice exercises.

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.² 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

General Information	
<p>Broad Area of Learning</p> <ul style="list-style-type: none"> • Career Planning and Entrepreneurship <p>Subject Area</p> <ul style="list-style-type: none"> • Career Development <p>Family of Learning Situations</p> <ul style="list-style-type: none"> • Entrepreneurial Profile 	<p>Program of Study</p> <ul style="list-style-type: none"> • Exploring Entrepreneurship <p>Course</p> <ul style="list-style-type: none"> • Exploring the Entrepreneurial Profile
Essential Elements Targeted by the Evaluation	
<p>Subject-Specific Competencies</p> <ol style="list-style-type: none"> 1. Considers the challenges of entrepreneurship 2. Determines their suitability for entrepreneurship 	<p>Categories of Knowledge</p> <ul style="list-style-type: none"> • Factors associated with the reality of being an entrepreneur • Factors relating to one's personal situation • Support resources to explore the entrepreneurial profile
Evaluation Criteria	
<p>Evaluation Criteria for Competency 1</p> <ol style="list-style-type: none"> 1. Methodical search for information on the entrepreneurial profile 2. Relevant analysis of information on the entrepreneurial profile <p>Evaluation Criteria for Competency 2</p> <ol style="list-style-type: none"> 1. Thorough reflection on their entrepreneurial profile 2. Coherent and realistic justification of their potential with regard to the entrepreneurial profile 	<p>Proficiency in Subject-Specific Knowledge</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

1.1 Methodical search for information on the entrepreneurial profile

This criterion measures the adult learner's ability to:

- identify items of information about the entrepreneurial profile, using resources and/or activities

1.2 Relevant analysis of information on the entrepreneurial profile

This criterion measures the adult learner's ability to:

- identify the factors associated with the reality of being an entrepreneur
- identify the advantages and disadvantages of being an entrepreneur

2.1 Thorough reflection on their entrepreneurial profile

This criterion measures the adult learner's ability to:

- compare the factors relating to their personal situation with the factors associated with the reality of being an entrepreneur

2.2 Coherent and realistic justification of their potential with regard to the entrepreneurial profile

This criterion measures the adult learner's ability to:

- identify their strengths and challenges with regard to the entrepreneurial profile

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: *Considers the challenges of entrepreneurship*: 50%

Competency 2: *Determines their suitability for entrepreneurship*: 50%

The weighting of the evaluation criteria appears in the criterion-referenced rubrics provided in the appendix. Adult learners must be informed in advance of the evaluation criteria used to evaluate them and of 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	Subcategories of knowledge	Knowledge
Factors associated with the reality of being an entrepreneur	Characteristics of entrepreneurs	<ul style="list-style-type: none"> • Personality traits • Professional and technical skills • Factors of success and failure
	Contribution of entrepreneurs to society	<ul style="list-style-type: none"> • Economic contributions • Contributions to the community • Innovative inputs
Factors relating to one's personal situation	Personality traits	<ul style="list-style-type: none"> • Qualities, abilities, aptitudes • Fields of interest, passions
	Acquired skills	<ul style="list-style-type: none"> • Employment experiences • Volunteer work • Home and family experiences
	Obstacles	<ul style="list-style-type: none"> • Family situation • Available time • Lack of relevant experience • Consequences of failure or bankruptcy
	Influences	<ul style="list-style-type: none"> • Internal influences • External influences
Support resources to explore the entrepreneurial profile	Documentary resources	<ul style="list-style-type: none"> • Printed documents • Web documents
	Community resources	<ul style="list-style-type: none"> • Guidance counsellor • People around them • Business people

Specifications for the Evaluation Instruments

Examination: Number of Parts, Sections, Procedure and Duration

The examination is administered in one session, at the end of the course.

It can have one of the following two formats:

- a written questionnaire, the duration of which may not exceed 180 minutes
- an evaluation interview, the approximate duration of which is 10 to 15 minutes

The adult learner must be informed in advance of the format and duration of the examination.

Examination Content

In the case of a written questionnaire:

The written questionnaire must allow the teacher to assess the two competencies using the four evaluation criteria.

In the case of an evaluation interview:

The evaluation interview must allow the teacher to assess the two competencies using the four evaluation criteria. The interview is based on a personal production that the adult learner will have completed during the course.

Completing the personal production

- The adult learner receives a *Preparation Booklet* during the first few hours of the course or at a later time. Thus, the period during which the adult learner works on the personal production may be very short or it may be spread out over the entire course.
- The booklet contains the information the adult learner needs to prepare their personal production. This information must specify the nature of the expected production and, through questions or instructions, guide the adult learner in carrying out the work.
- The adult learner's personal production could, for example, take the form of a research project, a portfolio or a logbook, or any other form that shows they explored the entrepreneurial profile and their own characteristics in relation to this profile.
- Depending on its form, the personal production could be included in the *Preparation Booklet* or constitute a separate document.
- Since the production will not be evaluated, the teacher may support the adult learner in preparing it, especially by ensuring that they fully understand the required tasks. The adult learner may work on the production at the centre or at home.

Preparing for the evaluation interview

- The adult learner prepares a short presentation (approximately 10 minutes) to be given in front of the teacher about their personal production.
- The adult learner hands in their personal production before the evaluation interview, at the time agreed upon with their teacher.
- The teacher prepares for the interview by consulting the adult learner's personal production. Taking into consideration the tasks required of the adult learner, the content of their production and the evaluation criteria, the teacher identifies the aspects that would need to be elaborated on during the interview. To do this, it may be helpful for the teacher to review the questions and/or instructions from the *Preparation Booklet* that are associated with the course's evaluation criteria so as to ensure that they obtain the additional information needed to make an assessment.

Procedure for the evaluation interview

- Before the start of the interview, the teacher gives the adult learner their production so that they can read it over briefly and then use it during the interview.
- During the interview, the adult learner must demonstrate that they have acquired the competencies associated with the course by meeting the evaluation criteria.
- At appropriate times during the interview, the teacher encourages the adult learner to elaborate on certain aspects or identifies inconsistencies in the content presented.

Information-Gathering Tools

In the case of a written questionnaire:

- the *Adult's Booklet*

In the case of an evaluation interview:

- the *Preparation Booklet*
- the personal production
- the recording of the meeting

Authorized Materials

In the case of a written questionnaire:

The adult learner is allowed only a sheet of notes.

The sheet of notes must:

- be prepared by the adult learner (without the teacher's help)
- be in point form
- contain key words or short phrases (no complete sentences)
- fit on both sides of an 8 ½ x 11 inch sheet of paper
- be handwritten or typed and printed (minimum 12-point font, single-spaced)

The sheet of notes must be approved by the teacher.

In the case of an evaluation interview:

The adult learner is allowed to have their *Preparation Booklet* and their personal production.

Assessment Tool

The criterion-referenced rubric is the assessment tool used by the teacher for the evaluation of the competencies *Considers the challenges of entrepreneurship* and *Determines their suitability for entrepreneurship*. In criterion-referenced interpretation, the information gathered is compared with the outcomes expected of the adult learner.³ The rubric is prescribed and includes the following rating scale:

Competency development:

- Advanced
- Thorough
- Acceptable
- Partial
- Minimal

Pass Mark

The pass mark is 60%.

RetakesIn the case of a written questionnaire:

The adult learner must retake a different version of the entire examination.

In the case of an evaluation interview:

The adult learner may, with the authorization of their teacher, reuse the same personal production, improve it or complete an entirely new production.

In both cases:

If the teacher deems it appropriate, they may give the adult learner the option of retaking the examination in a different format.

3. Ibid., 28-29.

APPENDIX – CRITERION-REFERENCED RUBRICS

Adult General Education

EVALUATION

Criterion-Referenced Rubrics

Adult learner's name

Teacher's name

Date

Diversified Basic Education Program
Exploring Entrepreneurship

Course
Exploring the Entrepreneurial Profile

PRS-5401-1

Competency 1: Considers the challenges of entrepreneurship (50%)

Instructions:

- For each criterion, circle the statement(s) that correspond(s) to the adult learner's performance level.
- In the last column, enter the mark that corresponds to the assigned rating(s). The only mark that can be allotted for a given level is that indicated in the rubric.

Rating scale Evaluation criteria	Advanced competency development	Thorough competency development	Acceptable competency development	Partial competency development	Minimal competency development	Mark
1.1 Methodical search for information on the entrepreneurial profile	The adult learner identifies in their process many significant items of information about the entrepreneurial profile. 25	The adult learner identifies in their process several significant items of information about the entrepreneurial profile. 20	The adult learner identifies in their process a few significant items of information about the entrepreneurial profile. 15	The adult learner has difficulty identifying items of information about the entrepreneurial profile. 10	The adult learner has great difficulty identifying items of information about the entrepreneurial profile. 5	___/25
1.2 Relevant analysis of information on the entrepreneurial profile	The adult learner identifies, in an accurate, complete and detailed manner, the factors associated with the reality of being an entrepreneur. 15	The adult learner identifies, in an accurate and reasonably complete manner, the factors associated with the reality of being an entrepreneur. 12	The adult learner identifies, in an accurate but somewhat cursory manner, the factors associated with the reality of being an entrepreneur. 9	The adult learner has difficulty identifying the factors associated with the reality of being an entrepreneur. 6	The adult learner has great difficulty identifying the factors associated with the reality of being an entrepreneur. 3	___/15
	The adult learner identifies, in an accurate, complete and detailed manner, the advantages and disadvantages of being an entrepreneur. 10	The adult learner identifies, in an accurate and reasonably complete manner, the advantages and disadvantages of being an entrepreneur. 8	The adult learner identifies, in an accurate but somewhat cursory manner, the advantages and disadvantages of being an entrepreneur. 6	The adult learner has difficulty identifying the advantages and disadvantages of being an entrepreneur. 4	The adult learner has great difficulty identifying the advantages and disadvantages of being an entrepreneur. 2	___/10
Result:						___/50

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

Competency 2: Determines their suitability for entrepreneurship (50%)**Instructions:**

- For each criterion, circle the statement(s) that correspond(s) to the adult learner's performance level.
- In the last column, enter the mark that corresponds to the assigned rating(s). The only mark that can be allotted for a given level is that indicated in the rubric.

Rating scale	Advanced competency development	Thorough competency development	Acceptable competency development	Partial competency development	Minimal competency development	Mark
2.1 Thorough reflection on their entrepreneurial profile	The adult learner compares, in an accurate, complete and detailed manner, the factors relating to their personal situation with the factors associated with the reality of being an entrepreneur. 25	The adult learner compares, in an accurate and reasonably complete manner, the factors relating to their personal situation with the factors associated with the reality of being an entrepreneur. 20	The adult learner compares, in an accurate but somewhat cursory manner, the factors relating to their personal situation with the factors associated with the reality of being an entrepreneur. 15	The adult learner has difficulty comparing the factors relating to their personal situation with the factors associated with the reality of being an entrepreneur. 10	The adult learner has great difficulty comparing the factors relating to their personal situation with the factors associated with the reality of being an entrepreneur. 5	<u> </u> /25
2.2 Coherent and realistic justification of their potential with regard to the entrepreneurial profile	The adult learner identifies, in an accurate, complete and detailed manner, their strengths and challenges with regard to the entrepreneurial profile. 25	The adult learner identifies, in an accurate and reasonably complete manner, their strengths and challenges with regard to the entrepreneurial profile. 20	The adult learner identifies, in an accurate but somewhat cursory manner, their strengths and challenges with regard to the entrepreneurial profile. 15	The adult learner has difficulty identifying their strengths and challenges with regard to the entrepreneurial profile. 10	The adult learner has great difficulty identifying their strengths and challenges with regard to the entrepreneurial profile. 5	<u> </u> /25
Result:						<u> </u> /50

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

