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# DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

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Diversified Basic Education Program

Exploring Entrepreneurship

EXPLORING BUSINESS IDEAS

PRS-5402-1

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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.<sup>1</sup>

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.<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

<b>General Information</b>	
<p><b>Broad Area of Learning</b></p> <ul style="list-style-type: none"> <li>• Career Planning and Entrepreneurship</li> </ul> <p><b>Subject Area</b></p> <ul style="list-style-type: none"> <li>• Career Development</li> </ul> <p><b>Family of Learning Situations</b></p> <ul style="list-style-type: none"> <li>• Business Ideas</li> </ul>	<p><b>Program of Study</b></p> <ul style="list-style-type: none"> <li>• Exploring Entrepreneurship</li> </ul> <p><b>Course</b></p> <ul style="list-style-type: none"> <li>• Exploring Business Ideas</li> </ul>
<b>Essential Elements Targeted by the Evaluation</b>	
<p><b>Subject-Specific Competencies</b></p> <ol style="list-style-type: none"> <li>1. Considers the challenges of entrepreneurship</li> <li>2. Determines their suitability for entrepreneurship</li> </ol>	<p><b>Categories of Knowledge</b></p> <ul style="list-style-type: none"> <li>• Business idea generators</li> <li>• Components of a business</li> <li>• Support resources for starting a business</li> </ul>
<b>Evaluation Criteria</b>	
<p><b>Evaluation Criteria for Competency 1</b></p> <ol style="list-style-type: none"> <li>1. Methodical search for information on starting a business</li> <li>2. Relevant analysis of the components of a business idea</li> </ol> <p><b>Evaluation Criteria for Competency 2</b></p> <ol style="list-style-type: none"> <li>1. Thorough reflection on a business idea</li> <li>2. Coherent and realistic justification for the potential of a business idea</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

##### 1.1 Methodical search for information on starting a business

This criterion measures the adult learner's ability to:

- identify items of information pertaining to the starting of a business, using business idea generators, resources and/or activities

##### 1.2 Relevant analysis of the components of a business idea

This criterion measures the adult learner's ability to:

- describe the relationships between the components of a business idea

##### 2.1 Thorough reflection on a business idea

This criterion measures the adult learner's ability to:

- develop the components of a business idea

##### 2.2 Coherent and realistic justification for the potential of a business idea

This criterion measures the adult learner's ability to:

- identify the strengths and weaknesses of a business idea
- determine the actions required to bring a business idea to life

### 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
<b>Business idea generators</b>	External generators	<ul style="list-style-type: none"> <li>• Solution to a problem</li> <li>• Response to a need</li> <li>• Business opportunities</li> </ul>
	Internal generators	<ul style="list-style-type: none"> <li>• Passion or hobby</li> <li>• Professional experience</li> </ul>
<b>Components of a business</b>	Internal components	<ul style="list-style-type: none"> <li>• Value proposition</li> <li>• Customers</li> <li>• Distribution channels</li> <li>• Key activities</li> <li>• Key resources</li> <li>• Key partners</li> <li>• Cost structure</li> <li>• Revenue streams</li> <li>• Legislation</li> <li>• Company status</li> </ul>
	External components	<ul style="list-style-type: none"> <li>• Competition</li> <li>• Supply and demand</li> </ul>
<b>Support resources for starting a business</b>	Documentary resources	<ul style="list-style-type: none"> <li>• Design thinking tool</li> <li>• Reference documents</li> </ul>
	Community resources	<ul style="list-style-type: none"> <li>• Organizations</li> <li>• Training activities</li> </ul>

## 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 business ideas and developed a specific business idea.
- 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.<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**In 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 carry out 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.

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3. Ibid., 28-29.



## **APPENDIX – CRITERION-REFERENCED RUBRICS**



Adult General Education

<p style="text-align: center;"><b>EVALUATION</b></p> <p style="text-align: center;"><b>Criterion-Referenced Rubrics</b></p> <hr/> <p style="text-align: center;">Adult learner's name</p> <hr/> <p style="text-align: center;">Teacher's name</p> <hr/> <p style="text-align: center;">Date</p>
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Diversified Basic Education Program  
*Exploring Entrepreneurship*

Course  
*Exploring Business Ideas*

PRS-5402-1

**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.

<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>
<b>1.1 Methodical search for information on starting a business</b>	The adult learner identifies in their process many significant items of information about starting a business.  25	The adult learner identifies in their process several significant items of information about starting a business.  20	The adult learner identifies in their process a few significant items of information about starting a business.  15	The adult learner has difficulty identifying items of information about starting a business.  10	The adult learner has great difficulty identifying items of information about starting a business.  5	<u>    </u> /25
<b>1.2 Relevant analysis of the components of a business idea</b>	The adult learner describes, in an accurate, complete and detailed manner, the relationships between the components of a business idea.  25	The adult learner describes, in an accurate and reasonably complete manner, the relationships between the components of a business idea.  20	The adult learner describes, in an accurate but somewhat cursory manner, the relationships between the components of a business idea.  15	The adult learner has difficulty describing the relationships between the components of a business idea.  10	The adult learner has great difficulty describing the relationships between the components of a business idea.  5	<u>    </u> /25
<b>Result:</b>						<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.

**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.

<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>
<b>2.1 Thorough reflection on a business idea</b>	The adult learner develops, in an accurate, complete and detailed manner, the components of a business idea.  25	The adult learner develops, in an accurate and reasonably complete manner, the components of a business idea.  20	The adult learner develops, in an accurate but somewhat cursory manner, the components of a business idea.  15	The adult learner has difficulty developing the components of a business idea.  10	The adult learner has great difficulty developing the components of a business idea.  5	<b>___/25</b>
<b>2.2 Coherent and realistic justification for the potential of a business idea</b>	The adult learner identifies, in an accurate, complete and detailed manner, the strengths and weaknesses of a business idea.  15	The adult learner identifies, in an accurate and reasonably complete manner, the strengths and weaknesses of a business idea.  12	The adult learner identifies, in an accurate but somewhat cursory manner, the strengths and weaknesses of a business idea.  9	The adult learner has difficulty identifying the strengths and weaknesses of a business idea.  6	The adult learner has great difficulty identifying the strengths and weaknesses of a business idea.  3	<b>___/15</b>
	The adult learner determines, in an accurate, complete and detailed manner, the actions required to bring a business idea to life.  10	The adult learner determines, in an accurate and reasonably complete manner, the actions required to bring a business idea to life.  8	The adult learner determines, in an accurate but somewhat cursory manner, the actions required to bring a business idea to life.  6	The adult learner has difficulty determining the actions required to bring a business idea to life.  4	The adult learner has great difficulty determining the actions required to bring a business idea to life.  2	<b>___/10</b>
<b>Result:</b>						<b>_____/50</b>

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

