DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

Biology

APPLIED GENETICS BLG-5070-2

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Québec

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Table of Contents

Introduction **1**

Evaluation Content **2**

Explanation of the Evaluation Content **3**
- Evaluation Criteria 3
- Proficiency in Subject-Specific Knowledge 4
- Weighting 4
- Knowledge 5

Specifications for the Evaluation Instruments **6**
- Examination: Number of Parts, Sections, Procedure and Duration 6
- Examination Content 6
- Information-Gathering Tools 7
- Authorized Materials 7
- Assessment Tools 7
- Pass Mark 8
- Retakes 8

APPENDIX – CRITERION-REFERENCED RUBRICS **9**
- Criterion-Referenced Rubrics 11

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 (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]

Authorized educational institutions are responsible for the development of evaluation instruments for this course. 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 examinations and the prototype examinations produced by the Ministère be used as evaluations 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

Broad Areas of Learning

- Health and Well-Being
- Environmental Awareness and Consumer Rights and Responsibilities
- Career Planning and Entrepreneurship
- Media Literacy
- Citizenship and Community Life

Subject Area

- Mathematics, Science and Technology

Families of Learning Situations

- Research
- Expertise

Program of Study

- Biology

Course

- Applied Genetics

Essential Elements Targeted by the Evaluation

Subject-Specific Competencies

1. Seeks answers or solutions to problems involving biology
2. Makes the most of [their] knowledge of biology
3. Communicates ideas relating to questions involving biology, using the languages associated with science and technology

Categories of Knowledge

General Concepts:

- Genetics
- Molecular Biology
- Evolution
- Genetic Engineering

Evaluation Criteria

Evaluation Criteria for Competencies 1 and 3

1.1 Appropriate representation of the situation
1.2 Development of a suitable plan of action
1.3 Appropriate implementation of the plan of action
1.4 Development of relevant explanations, solutions or conclusions

Evaluation Criteria for Competencies 2 and 3

2.1 Appropriate interpretation of the issue
2.2 Appropriate use of knowledge of biology
2.3 Appropriate formulation of explanations or solutions

Proficiency in Subject-Specific Knowledge

Proficiency in subject-specific knowledge presupposes its acquisition, understanding, application and mobilization, and is therefore linked with the evaluation criteria for the competencies.

Explanation of the Evaluation Content

Evaluation Criteria

The evaluation criteria are stated exactly as in the *Biology* program.

Competency 3 is integrated into the first two competencies and its evaluation criteria are based on those of these competencies.

Information Clarifying the Evaluation Criteria for Competencies 1 and 3 (Practical Part)

1.1 Appropriate representation of the situation

This criterion evaluates the adult learner's ability to:

- represent a problem related to genetics or applied genetics by restating it in their own words, diagramming it, dividing it into sub-problems, etc.
- identify the scientific or technological principles and issues related to the problem to be solved or their ability to formulate a hypothesis for this problem.

1.2 Development of a suitable plan of action

In a case that calls for the use of the modelling approach, this criterion evaluates the adult learners' ability to:

- select the information that will be useful for solving the problem
- plan the actions to be carried out by taking into account the parameters to be considered or the relevant scientific or technological concepts.

In a case that calls for the use of the experimental method and for which the data was already collected, this criterion evaluates the adult learner's ability to:

- discuss the parameters considered or the relevant scientific or technological concepts in order to justify the actions that were taken.

1.3 Appropriate implementation of the plan of action

In a case that calls for the use of the modelling approach, this criterion evaluates the adult learners' ability to:

- carry out the steps and operations specified in the plan of action
- gather data
- correct or modify the plan of action.

In a case that calls for the use of the experimental method and for which the adult learner is provided with the results, this criterion evaluates the adult learners' ability to:

- propose modifications to the plan of action in order to seek answers or solutions to problems related to genetics or applied genetics.

1.4 Development of relevant explanations, solutions or conclusions

This criterion evaluates the adult learner's ability to:

- analyze data using various types of representation (diagrams, tables, observational drawings or graphs) in order to identify a trend
- check for consistency between the problem, the hypothesis put forward and the information obtained
- provide explanations or defend arguments that support their solution
- comply with scientific and technological terminology, rules and conventions as well as mathematical symbolism and formalism, if needed.

Information Clarifying the Evaluation Criteria for Competencies 2 and 3 (Theory Part)

2.1 Appropriate interpretation of the issue

This criterion evaluates the adult learner's ability to:

- identify the relevant elements of an issue related to genetics or applied genetics
- identify the scientific or technological principles associated with the issue.

2.2 Appropriate use of knowledge of biology

This criterion evaluates the adult learner's ability to:

- use concepts, laws, theories or models to demonstrate their understanding of the principles of biology associated with the issue
- identify the connections between these concepts, laws, theories or models and to anticipate their impact on the issue.

2.3 Appropriate formulation of explanations or solutions

This criterion evaluates the adult learner's ability to:

- provide explanations regarding genetics or applied genetics
- take a position on a social, ethical or environmental issue raised by genetics; or to propose a solution to a problem
- justify their position or solution by drawing on their knowledge of science and technology
- follow scientific and technological terminology, rules, and conventions in their explanations or justifications.

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.

For this course, certain knowledge is explicitly evaluated.

Weighting[3]

The weighting of the parts will be distributed as follows:

- Practical Part (Evaluation of Competencies 1 and 3): 40 %
- Theory Part (Evaluation of Competencies 2 and 3): 60 %; that is, 40 % for the evaluation of competencies and 20 % for the explicit evaluation of knowledge

The weighting of the evaluation criteria is detailed in the criterion-referenced rubrics found in the appendix of this document as well as in the *Marking Guide* and the *Adult's Booklet*. Adult learners must be made aware of the evaluation criteria used to evaluate them and the corresponding weighting of each criterion.

[3] The weighting of the competencies is determined in accordance with the *Framework for the Evaluation of Learning* in general education in the youth sector.

Knowledge

The four general concepts are covered in the examination. It is not necessary, however, to include all the compulsory concepts for a given general concept.

Concepts

General Concepts	Compulsory Concepts
Genetics	• Heredity • Chromosomes • Alleles • Characteristics • Homozygotes and heterozygotes • Dominance and recessiveness • Genotypes and phenotypes • Mendel's law • Crossbreeding • Hereditary diseases
Molecular Biology	• Genomes • DNA replication • Genes • Protein synthesis • Genetic code • Mutations
Evolution	• Biological evolution • Genetic diversity • Gene pool • Mechanisms of microevolution • Adaptation • Interventions modifying the genetics of a species
Genetic Engineering	• Gene manipulation tools • DNA sequencing • Genetic engineering applications

For the knowledge targeted by the evaluation of the competencies:

- Two to four general concepts must be covered. For these general concepts, a representative sample of the compulsory concepts must be covered.

For the knowledge targeted by explicit evaluation:

- Two or three general concepts must be covered; those not covered in the evaluation of competencies are to be given priority.
- Priority is given to compulsory concepts that were not covered in the evaluation of competencies.

Specifications for the Evaluation Instruments

Examination: Number of Parts, Sections, Procedure and Duration

The examination consists of two parts that must be administered during different evaluation sessions.

Total duration: 300 minutes

Practical Part:* Evaluation of Competencies 1 and 3
Duration: 180 minutes

Theory Part: Evaluation of Competencies 2 and 3, and explicit evaluation of knowledge
Duration: 120 minutes

* The entire evaluation session for the practical part is carried out in a laboratory, workshop or other appropriate location.

Examination Content

Practical Part

This part involves a scenario and tasks from the *Research* family of situations designed to evaluate the development of Competencies 1 and 3. The adult learner must solve a problem related to the content of the course **using a modelling approach or the experimental method**, which may include the use of an observational instrument.

The use of a modelling approach involves performing tasks that include developing and carrying out a plan of action and analyzing the results obtained.

The use of the experimental method involves performing tasks that require the analysis of the data provided. The adult learner discusses the relevant scientific or technological concepts, analyzes the results and finds an answer to the problem while explaining their answer.

Theory Part

The Evaluation of Competencies section evaluates the development of Competencies 2 and 3. The adult learner deals with one to three situations from the *Expertise* family of situations. These situations each involve an issue or technological application related to the content of the course. The issues inherent to these situations require that the adult learner provide explanations, take a position, propose solutions, justify their position or solutions, answer questions, consider how genetic applications affect societies and biodiversity, etc.

The Explicit Evaluation of Knowledge section is devoted to the explicit evaluation of certain knowledge.

Information-Gathering Tools

The following tools are used to gather information:

Practical Part:

- The *Adult's Booklet*
- A model representing the problem when it must be solved by using a modelling approach

Theory Part:

- The *Adult's Booklet*

Authorized Materials

For the two parts of the examination:

- Additional blank sheets of paper
- Calculator with or without a graphic display

  Information about using the calculator:

  - The data and programs stored in the calculator's memory must be deleted before and after the examination.

For the practical part of the examination:

- Materials required when using the modelling approach and the experimental method, if necessary.

Assessment Tools

The criterion-referenced rubric is the assessment tool used by the teacher for the evaluation of the competencies. Criterion-referenced interpretation involves comparing the information gathered with the expected outcomes[4]. The rubrics are found in the appendix of this document as well as in the *Marking Guide* and the *Adult's Booklet.* They include the following rating scale:

Competency development:

- Advanced
- Thorough
- Acceptable
- Partial
- Minimal

For each part of the examination, the teacher is provided with an information-gathering tool. The use of information-gathering tools is optional. These tools can be found in the *Marking Guide*.

For the Explicit Evaluation of Knowledge section in the theory part, an answer key is provided in the *Marking Guide*.

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

Pass Mark

The pass mark is 60% for the examination as a whole.

Retakes

The adult learner may retake each part (practical or theory) of the examination separately.

APPENDIX – CRITERION-REFERENCED RUBRICS

Adult General Education

EVALUATION

Criterion-Referenced Rubrics

_____
Adult learner's name

_____
Teacher's name

_____
Date

Diversified Basic Education Program
Biology

Course
Applied Genetics
BLG-5070-2

Competency 1	**Seeks answers or solutions to problems involving biology**	**40 %**
Competency 3	**Communicates ideas relating to questions involving biology, using the languages associated with science and technology**	

Instructions:

- **For each row in the rubric, circle the statement that corresponds to the work shown by the adult learner.**[5] Then indicate, in the right-hand column, the number of marks corresponding to the statement circled.
- Calculate the total number of marks earned and record it in the *Examination Result Sheet*.

Rating Scale / **Evaluation Criteria**	**Advanced** competency development	**Thorough** competency development	**Acceptable** competency development	**Partial** competency development	**Minimal** competency development	**Mark**
1.1 Appropriate representation of the situation	Shows a thorough understanding of the problem to be solved by identifying all the scientific or technological principles and all the issues involved; by proposing, as the case may be, a hypothesis that is appropriately justified; and by identifying, as needed, all the parameters involved in the problem. **10**	Shows an appropriate understanding of the problem to be solved by identifying most of the scientific or technological principles and the key issues involved; by proposing, as the case may be, a hypothesis that is correctly justified; and by identifying, as needed, the main parameters involved in the problem. **8**	Shows a satisfactory understanding of the problem to be solved by identifying some of the scientific or technological principles involved; by proposing, as the case may be, a hypothesis that is correctly justified; and by identifying, as needed, some of the parameters involved in the problem. **6**	Shows a basic understanding of the problem to be solved by identifying few of the scientific or technological principles involved; and by proposing, as the case may be, a hypothesis that is inadequately justified or not justified. **4**	Shows a lack of understanding of the problem to be solved by identifying few of the scientific or technological principles related to the context. **2**	**/10**

[5] Special Case: Assign a mark of 0 when the work shown by the adult learner does not correspond to any of the statements in a row of the rubric.

Competency 1	**Seeks answers or solutions to problems involving biology**	**40 %**
Competency 3	**Communicates ideas relating to questions involving biology, using the languages associated with science and technology**	

Instructions:

- **For each row in the rubric, circle the statement that corresponds to the work shown by the adult learner.**[6] Then indicate, in the right-hand column, the number of marks corresponding to the statement circled.
- Calculate the total number of marks earned and record it in the *Examination Result Sheet*.

Rating Scale / **Evaluation Criteria**	**Approach or method**	**Advanced** competency development	**Thorough** competency development	**Acceptable** competency development	**Partial** competency development	**Minimal** competency development	**Mark**
1.2 Development of a suitable plan of action	**Modelling approach**	Clearly presents all the steps in a thorough procedure that makes it possible to provide an appropriate answer to the problem or to find a solution to the situation by taking into account all the relevant information and all the concepts or parameters to be considered.	Presents the steps in an appropriate procedure that makes it possible to provide an answer to the problem or to find a solution to the situation by taking into account most of the relevant information and most of the concepts or parameters to be considered.	Presents a basic procedure that makes it possible to provide an answer to the problem or to find a solution to the situation by taking into account some of the relevant information and some of the concepts or parameters to be considered.	Presents actions in an incomplete procedure that provides only a partial answer to the problem by taking into account concepts or parameters that are largely or entirely irrelevant.	Proposes actions that do not provide an answer to the problem, and does not take into account the concepts or parameters involved.	
	OR						
	Experimental method	Justifies the actions previously carried out by taking into account all the information provided in order to clearly highlight all the essential elements of the plan of action that were considered during the data collection process.	Justifies the actions previously carried out by taking into account most of the information provided in order to highlight almost all of the essential elements of the plan of action that were considered during the data collection process.	Refers to the information provided in order to highlight some of the elements that can be used to justify the choices made in the plan of action.	Names few of the elements that can be used to justify the choices made in the plan of action.	Names very few of the elements that can be used to justify the choices made in the plan of action.	
		5	**4**	**3**	**2**	**1**	**/5**

[6] Special Case: Assign a mark of 0 when the work shown by the adult learner does not correspond to any of the statements in a row of the rubric.

Competency 1	**Seeks answers or solutions to problems involving biology**	**40 %**
Competency 3	**Communicates ideas relating to questions involving biology, using the languages associated with science and technology**	

Instructions:

- **For each row in the rubric, circle the statement that corresponds to the work shown by the adult learner.**[7] Then indicate, in the right-hand column, the number of marks corresponding to the statement circled.
- Calculate the total number of marks earned and record it in the *Examination Result Sheet*.

Rating Scale / Evaluation Criteria	Approach or method	**Advanced** competency development	**Thorough** competency development	**Acceptable** competency development	**Partial** competency development	**Minimal** competency development	**Mark**
1.3 Appropriate implementation of the plan of action	**Modelling approach**	Controls all the parameters involved judiciously, records all the relevant data, rigorously and methodically carries out all the operations outlined in their plan of action, and makes the appropriate corrections, if necessary.	Controls most of the parameters involved appropriately, records all the relevant data, carries out all the operations outlined in their plan of action, and makes some corrections, if necessary.	Controls some of the parameters involved to some degree, records the data, but may omit information or include inaccuracies, and carries out the operations outlined in their plan of action without making any corrections, when necessary.	Has difficulty controlling several of the parameters involved and following the steps in the plan of action, omits some of the operations, and does not consider making any corrections.	Does not control any of the parameters involved and carries out the steps in a disorganized manner, without taking into account the plan of action.	
	OR						
	Experimental method	Suggests improvements or corrections that are well thought out and justifies them appropriately by using the concepts and parameters directly related to the problem.	Suggests valid improvements or corrections and justifies them by using the concepts and parameters related to the problem.	Suggests some improvements or corrections that are partially justified.	Names elements related to the parameters to be controlled that lead to few valid improvements or corrections.	Names elements unrelated to the parameters to be controlled in order to solve the problem.	
		10	**8**	**6**	**4**	**2**	**/10**

[7] Special Case: Assign a mark of 0 when the work shown by the adult learner does not correspond to any of the statements in a row of the rubric.

Competency 1	**Seeks answers or solutions to problems involving biology**	**40%**
Competency 3	**Communicates ideas relating to questions involving biology, using the languages associated with science and technology**	

Instructions:

- **For each row in the rubric, circle the statement that corresponds to the work shown by the adult learner.**[8] Then indicate, in the right-hand column, the number of marks corresponding to the statement circled.
- Calculate the total number of marks earned and record it in the *Examination Result Sheet*.

Evaluation Criteria / **Rating Scale**	**Advanced** competency development	**Thorough** competency development	**Acceptable** competency development	**Partial** competency development	**Minimal** competency development	**Mark**
1.4 Development of relevant explanations, solutions or conclusions	Performs a meticulous analysis of all the data by using the appropriate representations, identifies a trend that is consistent with the results obtained, provides a comprehensive answer or solution to the problem, validates their hypothesis by making reasoned connections with the problem and the results, and discusses the quality of the results. **10**	Performs an appropriate analysis of most of the data by using representations, identifies a trend that is consistent with the results obtained, provides an appropriate answer or solution to the problem, validates their hypothesis by making connections with the problem and the results, and discusses the quality of the results. **8**	Performs a correct analysis by making a few valid connections with the data collected, identifies a trend that correlates to some extent with the results obtained, provides an acceptable answer or solution to the problem, and makes a connection between their hypothesis and the results. **6**	Performs a partial analysis by making few connections with the data collected, attempts to identify a trend based on the results obtained and provides an inaccurate answer or an incorrect solution to the problem. **4**	Provides a confusing analysis and an incorrect answer or solution. **2**	**/10**
	Communicates clearly in all the required tasks and always follows scientific, technological and mathematical terminology, rules and conventions. **5**	Communicates clearly in all the required tasks and usually follows scientific, technological and mathematical terminology, rules and conventions. **4**	Communicates with some difficulty and sometimes follows scientific, technological and mathematical terminology, rules and conventions. **3**	Has difficulty communicating and rarely follows scientific, technological and mathematical terminology, rules and conventions. **2**	Communicates in a confusing manner and very rarely follows scientific, technological and mathematical terminology, rules and conventions. **1**	**/5**

Result: ____/40

[8] Special Case: Assign a mark of 0 when the work shown by the adult learner does not correspond to any of the statements in a row of the rubric.

Competency 2	**Makes the most of [their] knowledge of biology**	**40 %**
Competency 3	**Communicates ideas relating to questions involving biology, using the languages associated with science and technology**	

Instructions:

- **For each row in the rubric, circle the statement that corresponds to the work shown by the adult learner.**[9] Then indicate, in the right-hand column, the number of marks corresponding to the statement circled.
- Calculate the total number of marks earned and record it in the *Examination Result Sheet*.

Rating Scale / Evaluation Criteria	**Advanced** competency development	**Thorough** competency development	**Acceptable** competency development	**Partial** competency development	**Minimal** competency development	**Mark**
2.1 Appropriate interpretation of the issue	Identifies all the relevant elements related to the issues and the connections between them, and identifies all the scientific or technological principles associated with the issues or with applied genetics.	Identifies most of the relevant elements related to the issues and the connections between them, and identifies most of the scientific or technological principles associated with the issues or with applied genetics.	Identifies some of the relevant elements related to the issues and identifies some of the scientific or technological principles associated with the issues or with applied genetics.	Copies out some of the information related to the issues and identifies few of the scientific or technological principles associated with the issues or with applied genetics.	Copies out some information associated with the issues.	
	10	**8**	**6**	**4**	**2**	**/10**

[9] Special Case: Assign a mark of 0 when the work shown by the adult learner does not correspond to any of the statements in a row of the rubric.

Competency 2	**Makes the most of [their] knowledge of biology**	**40 %**
Competency 3	**Communicates ideas relating to questions involving biology, using the languages associated with science and technology**	

Instructions:

- **For each row in the rubric, circle the statement that corresponds to the work shown by the adult learner.**[10] Then indicate, in the right-hand column, the number of marks corresponding to the statement circled.
- Calculate the total number of marks earned and record it in the *Examination Result Sheet*.

Rating Scale / **Evaluation Criteria**	**Advanced** competency development	**Thorough** competency development	**Acceptable** competency development	**Partial** competency development	**Minimal** competency development	**Mark**
2.2 Appropriate use of knowledge of biology	Thoroughly analyzes all the issues by anticipating their impact, by judiciously applying their knowledge, and by identifying all the connections between the concepts, laws, models, principles and theories of biology.	Appropriately analyzes all the issues by anticipating their impact, by effectively applying their knowledge, and by identifying most of the connections between the concepts, laws, models, principles and theories of biology.	Provides a basic analysis of most of the issues by applying their knowledge somewhat appropriately and by identifying some of the connections between the concepts, laws, models, principles and theories of biology.	Applies their knowledge of the issues in a largely inappropriate manner and identifies some of the connections between the concepts, laws, models, principles and theories of biology.	Names very few of the concepts, laws or principles of biology, and does not make any connections with the issues.	
	20	**16**	**12**	**8**	**4**	**/20**

[10] Special Case: Assign a mark of 0 when the work shown by the adult learner does not correspond to any of the statements in a row of the rubric.

Competency 2 **Competency 3**	**Makes the most of [their] knowledge of biology** **Communicates ideas relating to questions involving biology, using the languages associated with science and technology**	**40 %**

Instructions:

- **For each row in the rubric, circle the statement that corresponds to the work shown by the adult learner.**[11] Then indicate, in the right-hand column, the number of marks corresponding to the statement circled.
- Calculate the total number of marks earned and record it in the *Examination Result Sheet*.

Rating Scale / **Evaluation Criteria**	**Advanced** competency development	**Thorough** competency development	**Acceptable** competency development	**Partial** competency development	**Minimal** competency development	**Mark**
2.3 Appropriate formulation of explanations or solutions	In all the situations, provides comprehensive explanations, proposes relevant solutions or justifies their opinions by judiciously organizing the elements of their message. Bases their opinions or solutions on scientific or technological principles and discusses the issues raised by the problems by taking into account all of the relevant factors. **5**	In all the situations, provides appropriate explanations, proposes acceptable solutions or justifies their opinions by properly organizing the elements of their message. Bases their opinions or solutions on scientific or technological principles and discusses the issues raised by the problems by taking into account some of the relevant factors. **4**	In most of the situations, provides correct but incomplete explanations, proposes partial solutions or gives their opinion by partially organizing the elements of their message. Presents some issues raised by the problems but takes into account very few relevant factors. **3**	In several situations, provides rough explanations or solutions or gives their opinion by organizing few of the elements of their message. Names one issue raised by one problem without presenting any relevant factors. **2**	Provides rough explanations or solutions, or forms unfounded opinions. **1**	**/5**
	Always follows scientific and technological terminology, rules and conventions. **5**	Generally follows scientific and technological terminology, rules and conventions. **4**	Sometimes follows scientific and technological terminology, rules and conventions. **3**	Rarely follows scientific and technological terminology, rules and conventions. **2**	Very rarely follows scientific and technological terminology, rules and conventions. **1**	**/5**

Result: ___/40

[11] Special Case: Assign a mark of 0 when the work shown by the adult learner does not correspond to any of the statements in a row of the rubric.

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