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DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

Financial Education

PURSUING AN EDUCATION
AND ENTERING THE WORKFORCE

ECM-5102-1

May 2025

Coordination and content

Direction de l'éducation des adultes
Direction de l'éducation des adultes et de la formation professionnelle
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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.

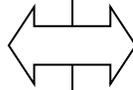
At no time may the ministerial and prototype examinations produced by the Ministère be used as evaluation to support learning or as classroom practice exercises.

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, along with the tools and rubrics in the appendix, 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>Subject Area</p> <ul style="list-style-type: none"> Social Sciences 	<p>Program of Study</p> <ul style="list-style-type: none"> Financial Education <p>Course</p> <ul style="list-style-type: none"> Pursuing an Education and Entering the Workforce
Essential Elements Targeted by the Evaluation	
<p>Subject-Specific Competency</p> <ul style="list-style-type: none"> Takes a position on a financial issue 	<p>Categories of Knowledge</p> <ul style="list-style-type: none"> The items of knowledge are grouped according to the different financial issues to be studied.
Evaluation Criteria	
<p>Evaluation Criterion for the Competency</p> <ul style="list-style-type: none"> Appropriate justification of the choice 	<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 criterion for the competency.</p>



Explanation of the Evaluation Content

Evaluation Criterion

The evaluation criterion is stated exactly as in the course.

Information Clarifying the Evaluation Criterion

Appropriate justification of the choice

This criterion is used to evaluate the adult learner's ability to formulate an explanation that outlines advantages of the option chosen and disadvantages of the other options related to the situation.

Proficiency in Subject-Specific Knowledge

Proficiency in subject-specific knowledge is assessed through the evaluation of the competency, using tasks related to the evaluation criterion.

Weighting

The weighting for the evaluation of the competency is determined in accordance with the *Framework for the Evaluation of Learning* in general education in the youth sector.

Competency: *Takes a position on a financial issue*: 100%

Knowledge

The examination must cover all of the knowledge presented in the table below for each of the two financial issues.

Financial issue	Knowledge related to the financial issue
Pursuing an education	<ul style="list-style-type: none">• Striking a balance between family, work and school• Education-related costs• Financing education• Internal and external resources
Entering the workforce	<ul style="list-style-type: none">• Employment insurance• Tax evasion• Income tax• Job search• Work-related rules• Remuneration

Specifications for the Evaluation Instruments

Examination: Number of Parts, Sections, Procedure and Duration

The examination is administered in one session.

The total duration of the examination must not exceed 120 minutes.

The examination consists of the following documents:

- the *Adult's Booklet*
- the *Document File*
- the *Marking Guide*
- the *Instructions for Administering the Examination*

Examination Content

Examination Requirements

The examination requires that the adult learner:

- master the knowledge related to the financial issues and the concepts necessary to analyze the documents and answer the questions
- analyze and use various kinds of documents appropriately
- use knowledge related to the financial issues
- formulate explanations that outline advantages of the option chosen and disadvantages of the other options related to the situation
- provide complete, clear answers that present accurate facts

Constructed-Response Questions

The tasks of the constructed-response questions allow the adult learner to demonstrate their ability to formulate an explanation, in table format, that outlines advantages of the option chosen and disadvantages of the other options related to the situation.

All the tasks must make reference to the *Document File* included in the examination.

The table below presents the observable elements associated with the evaluation of an explanation. Details on the observable elements are provided in the Expected Behaviours column. The table also indicates the number of marks allocated for this task.

OBSERVABLE ELEMENTS	EXPECTED BEHAVIOURS	NUMBER OF MARKS
Indicates needs	The adult learner must indicate needs by taking into account a situation related to a financial issue.	5 or 10
Indicates an option	The adult learner must indicate an option based on needs.	
Indicates advantages	The adult learner must indicate advantages of the option chosen.	
Indicates disadvantages	The adult learner must indicate disadvantages of the other options.	

Short-Answer Questions

The tasks of the short-answer questions allow the adult learner to demonstrate their ability to use knowledge related to the financial issues.

All the tasks must make reference to the *Document File* included in the examination.

The table below presents the observable elements associated with the evaluation of these tasks. It also indicates the number of marks allocated for each of the observable elements.

All the observable elements must be covered in the examination.

OBSERVABLE ELEMENTS	NUMBER OF MARKS
Indicates needs	1 or 2
Indicates elements of the budget	1 or 2
Indicates constraints	1 or 2
Indicates elements of the socioeconomic context	1 or 2
Indicates related costs	1 or 2
Indicates risks	1 or 2
Indicates advantages and disadvantages	1 or 2
Indicates the option that corresponds to the situation	1 or 2
Indicates rights	1 or 2
Indicates responsibilities	1 or 2
Indicates legal institutions that enable them to exercise their rights	1 or 2
Indicates elements that correspond to other people's choices	1 or 2
Indicates factors that influence their choice	1 or 2
Indicates elements that led them to reconsider their choice	1 or 2

Role of the Documents in the *Document File*

The *Document File* contains texts, illustrations, tables and graphs. The following tables identify and describe the role played by the documents.

Description of the role of the documents for the constructed-response questions

ROLE OF THE DOCUMENTS	DESCRIPTION
The documents contribute to the formulation of an explanation.	The documents guide the adult learner in choosing an option. or The documents guide the adult learner in establishing advantages and disadvantages of the options related to the situation.

Description of the role of the documents for the short-answer questions

ROLE OF THE DOCUMENT	DESCRIPTION
The document suggests avenues for answering the question.	The document guides the adult learner in developing the answer by providing data, for example. The document may or may not be mentioned in the question.
The document places the question in context.	The document guides the adult learner in developing the answer by indicating the context referred to in the question. The document may or may not be mentioned in the question.
The document is part of the question.	The document provides the adult learner with information required for answering the question. The document is mentioned in the question.
The document (or a part of the document) constitutes the answer to the question.	The document provides information that enables the adult learner to select it as the answer to the question. The document is not mentioned in the question. or A part of the document provides information that enables the adult learner to select it as the answer to the question. The document is mentioned in the question.

Information-Gathering Tool

The *Adult's Booklet* is the information-gathering tool.

Authorized Materials

No materials are authorized.

Assessment Tools

The examination is marked by referring to the *Marking Guide*, which provides an explanation of the marking procedure and an answer key. The constructed-response questions are also accompanied by their respective rubric.

Pass Mark

The pass mark is 60%.

Retakes

The adult learner must retake the entire examination.

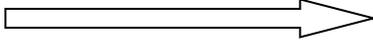
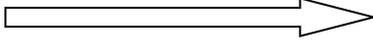
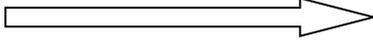
APPENDIX – RUBRICS AND TOOLS

CONSTRUCTED-RESPONSE QUESTIONS

The constructed-response questions are used to evaluate the adult learner's ability to formulate an explanation that outlines advantages of the option chosen and disadvantages of the other options related to the situation.

- *When the explanation is in a table format where the adult learner must select an option and justify their choice based on the needs presented in the scenario:*

Rubric
Criterion: *Appropriate justification of the choice*

Indicates the option chosen			
The adult learner indicates the correct option. 1 mark	The adult learner indicates the incorrect option or does not indicate any option. 0 marks		/1
Justifies the option chosen			
First justification	The adult learner indicates the need correctly. 1 mark	The adult learner indicates the advantage and the disadvantage correctly. 2 marks	/3
		The adult learner indicates the advantage or the disadvantage correctly. 1 mark	
		The adult learner indicates the advantage and the disadvantage incorrectly or does not indicate them. 0 marks	
	The adult learner indicates the need incorrectly or does not indicate it. 0 marks		
Second justification	The adult learner indicates the need correctly. 1 mark	The adult learner indicates the advantage and the disadvantage correctly. 2 marks	/3
		The adult learner indicates the advantage or the disadvantage correctly. 1 mark	
		The adult learner indicates the advantage and the disadvantage incorrectly or does not indicate them. 0 marks	
	The adult learner indicates the need incorrectly or does not indicate it. 0 marks		
Third justification	The adult learner indicates the need correctly. 1 mark	The adult learner indicates the advantage and the disadvantage correctly. 2 marks	/3
		The adult learner indicates the advantage or the disadvantage correctly. 1 mark	
		The adult learner indicates the advantage and the disadvantage incorrectly or does not indicate them. 0 marks	
	The adult learner indicates the need incorrectly or does not indicate it. 0 marks		
Total			/10

Note: — An adult learner who incorrectly indicates the letter for the option chosen or does not indicate any letter at all may still obtain marks for the observable element, *Justifies the option chosen*.

- When the explanation is in a table format where the adult learner must select an option and justify their choice:

Rubric
Criterion: *Appropriate justification of the choice*

Indicates the option chosen				
	The adult learner indicates the correct option. 1 mark	The adult learner indicates the incorrect option or does not indicate any option. 0 marks		/1
Justifies the option chosen				
	2 marks	1 mark	0 marks	
Advantages of the option chosen	The adult learner indicates two advantages correctly. (2 out of 2)	The adult learner indicates one advantage correctly. (1 out of 2)	The adult learner indicates the advantages incorrectly or does not indicate them. (0 out of 2)	/4
Disadvantages of the options rejected	The adult learner indicates two disadvantages correctly. (2 out of 2)	The adult learner indicates one disadvantage correctly. (1 out of 2)	The adult learner indicates the disadvantages incorrectly or does not indicate them. (0 out of 2)	
Total				/5

Note: — An adult learner who incorrectly indicates the letter for the option chosen or does not indicate any letter at all may still obtain marks for the observable element, *Justifies the option chosen*.

- *When the explanation is in a table format where the adult learner must justify the option they selected in the question:*

Rubric
Criterion: *Appropriate justification of the choice*

Justifies the option chosen				
Advantage of option A	1 mark		0 marks	
	The adult learner indicates one advantage correctly.		The adult learner indicates the advantage incorrectly or does not indicate it.	
Disadvantages of option B	2 marks	1 mark	0 marks	
	The adult learner indicates two disadvantages correctly. (2 out of 2)	The adult learner indicates one disadvantage correctly. (1 out of 2)	The adult learner indicates the disadvantages incorrectly or does not indicate them. (0 out of 2)	
Disadvantages of option C	2 marks	1 mark	0 marks	
	The adult learner indicates two disadvantages correctly. (2 out of 2)	The adult learner indicates one disadvantage correctly. (1 out of 2)	The adult learner indicates the disadvantages incorrectly or does not indicate them. (0 out of 2)	
				/5

SHORT-ANSWER QUESTIONS

The short-answer questions are used to evaluate the adult learner’s ability to use knowledge related to financial issues.

Note: — The **Record the observable element here** section of each marking scale must be modified according to the question.

- *When the expected answer contains one element of the answer:*

Record the observable element here	1 mark	0 marks
	The adult learner indicates the element of the answer correctly.	The adult learner indicates the element of the answer incorrectly or does not indicate it.

- *When the expected answer includes more than one element of the answer:*

Record the observable element here	2 marks	1 mark	0 marks
	The adult learner indicates the elements of the answer correctly. (2 out of 2)	The adult learner indicates certain elements of the answer correctly. (1 out of 2)	The adult learner indicates the elements of the answer incorrectly or does not indicate them. (0 out of 2)

OR

Record the observable element here	2 marks	1 mark	0 marks
	The adult learner indicates the elements of the answer correctly. (3 out of 3)	The adult learner indicates certain elements of the answer correctly. (2 out of 3)	The adult learner indicates the elements of the answer incorrectly or does not indicate them. (1 or 0 out of 3)

OR

Record the observable element here	2 marks	1 mark	0 marks
	The adult learner indicates the elements of the answer correctly. (4 out of 4)	The adult learner indicates certain elements of the answer correctly. (3 or 2 out of 4)	The adult learner indicates the elements of the answer incorrectly or does not indicate them. (1 or 0 out of 4)

