

# DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

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Pedagogical Support

Committing to Success

PURSUING AN EDUCATION

CST-5001-1

January 2021

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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>

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 Areas of Learning</b></p> <ul style="list-style-type: none"> <li>• Health and Well-Being</li> <li>• Environmental and Consumer Awareness</li> <li>• World of Work</li> <li>• Citizenship</li> </ul> <p><b>Subject Area</b></p> <ul style="list-style-type: none"> <li>• Personal Development</li> </ul> <p><b>Class of Situations</b></p> <ul style="list-style-type: none"> <li>• Adjusting to an educational environment</li> </ul>	<p><b>Program of Study</b></p> <ul style="list-style-type: none"> <li>• Commitment to Success</li> </ul> <p><b>Course</b></p> <ul style="list-style-type: none"> <li>• Pursuing an Education</li> </ul>
<b>Essential Elements Targeted by the Evaluation</b>	
<p><b>Deals competently with real-life situations related to adjusting to an educational environment</b></p>	<p><b>Categories of Knowledge</b></p> <ul style="list-style-type: none"> <li>• Personal characteristics necessary for pursuing an education</li> <li>• Conditions related to the pursuit of an education</li> <li>• Conditions for success</li> <li>• Living conditions</li> <li>• Educational background</li> <li>• Resources at the adult education centre</li> <li>• Resources outside the adult education centre</li> </ul>
<b>Evaluation Criteria</b>	
<p><b>Evaluation Criteria for the Competency</b></p> <ol style="list-style-type: none"> <li>1. Considered adaptation to the requirements of a course of study</li> <li>2. Accurate identification of factors that should be taken into consideration when going back to school</li> <li>3. Methodical exploration of resources that can help them fulfill personal expectations related to learning needs</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 competency.</p>

## Explanation of the Evaluation Content

### Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

### Information Clarifying the Evaluation Criteria

#### 1. **Considered adaptation to the requirements of a course of study**

This criterion measures the adult learner's ability to:

- Identify their personal characteristics, conditions for success and conditions related to the pursuit of an education

#### 2. **Accurate identification of factors that should be taken into consideration when going back to school**

This criterion measures the adult learner's ability to:

- Consider their living conditions and educational background

#### 3. **Methodical exploration of resources that can help them fulfill personal expectations related to learning needs**

This criterion measures the adult learner's ability to:

- Identify internal and external resources that might be useful in their pursuit of education

### **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**

In this course, the weighting for the evaluation of the competency is 100%.

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:

- 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	Knowledge
<b>Personal characteristics necessary for pursuing an education</b>	<ul style="list-style-type: none"> <li>• Attitudes</li> <li>• Behaviours</li> <li>• Lifestyle habits</li> </ul>
<b>Conditions related to the pursuit of an education</b>	<ul style="list-style-type: none"> <li>• Adult education centre's code of conduct</li> <li>• Administrative rules</li> <li>• Socio-cultural considerations</li> </ul>
<b>Conditions for success</b>	<ul style="list-style-type: none"> <li>• Success factors</li> <li>• Importance of having educational objectives</li> </ul>
<b>Living conditions</b>	<ul style="list-style-type: none"> <li>• Family conditions</li> <li>• Economic conditions</li> <li>• Social conditions</li> <li>• Cultural conditions</li> </ul>
<b>Educational background</b>	<ul style="list-style-type: none"> <li>• Previous schooling</li> <li>• Psycho-emotional experience</li> <li>• Relational experience</li> <li>• Strengths as an adult learner</li> <li>• Limitations as an adult learner</li> <li>• Barriers to staying in school</li> </ul>
<b>Resources at the adult education centre</b>	<ul style="list-style-type: none"> <li>• Names, titles and roles of staff members</li> <li>• Organizational tools</li> <li>• Learning materials</li> <li>• Services</li> </ul>
<b>Resources outside the adult education centre</b>	<ul style="list-style-type: none"> <li>• Community organizations</li> <li>• Rehabilitation centres</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 120 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 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 student's level of competency in dealing with real-life situations related to adjusting to an educational environment. In criterion-referenced interpretation, the information gathered is compared with the outcomes expected of the adult learner.<sup>3</sup> These rubrics are prescriptive and include 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 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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### Deals competently with real-life situations related to adjusting to an educational environment

#### Instructions:

- For each criterion, circle the statement that corresponds to the adult learner's performance level.
- In the last column, enter the mark from the rubric that most closely corresponds to your assessment of the adult learner's performance level.

Rating scale Evaluation criteria	Advanced competency development	Thorough competency development	Acceptable competency development	Partial competency development	Minimal competency development	Mark
1. Considered adaptation to the requirements of a course of study	Establishes connections in a rigorous, precise and detailed manner between own personal situation and the requirements of a course of study. <b>40</b>	Establishes connections in an accurate and reasonably thorough manner between own personal situation and the requirements of a course of study. <b>32</b>	Establishes connections in an accurate but somewhat cursory manner between own personal situation and the requirements of a course of study. <b>24</b>	Has difficulty establishing connections between own personal situation and the requirements of a course of study. <b>16</b>	Has great difficulty establishing connections between own personal situation and the requirements of a course of study. <b>8</b>	___/40
2. Accurate identification of factors that should be taken into consideration when going back to school	Identifies own personal factors in a rigorous, precise and detailed manner. <b>40</b>	Identifies own personal factors in an accurate and reasonably thorough manner. <b>32</b>	Identifies own personal factors in an accurate but somewhat cursory manner. <b>24</b>	Has difficulty identifying own personal factors. <b>16</b>	Has great difficulty identifying own personal factors. <b>8</b>	___/40
3. Methodical exploration of resources that can help fulfill personal expectations related to learning needs	Presents in a rigorous, precise and detailed manner resources that can help in the pursuit of the chosen course of study. <b>20</b>	Presents in an accurate and reasonably thorough manner resources that can help in the pursuit of the chosen course of study. <b>16</b>	Presents in an accurate but somewhat cursory manner resources that can help in the pursuit of the chosen course of study. <b>12</b>	Has difficulty presenting resources that can help in the pursuit of the chosen course of study. <b>8</b>	Has great difficulty presenting resources that can help in the pursuit of the chosen course of study. <b>4</b>	___/20
<b>Final result:</b>						___/100

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



