DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

MY LEARNING PLAN   CST-5002-1

Québec 🏵

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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]

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.

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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

General Information	
Broad Areas of Learning • Health and Well-Being • Environmental and Consumer Awareness • World of Work • Citizenship **Subject Area** • Personal Development **Class of Situations** • Preparing a learning plan	**Program of Study** • Commitment to Success **Course** • My Learning Plan

Essential Elements Targeted by the Evaluation	
Deals competently with real-life situations related to the preparation of a learning plan	**Categories of Knowledge** • Personal circumstances and aspirations • Resources at the adult education centre • Resources outside the adult education centre • Research methods • Learning plan content

Evaluation Criteria	
Evaluation Criteria for the Competency 1. Considered identification of personal circumstances and aspirations 2. Appropriate use of relevant resources 3. Coherent development of the learning plan	**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 competency.
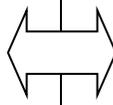
Explanation of the Evaluation Content

Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

Information Clarifying the Evaluation Criteria

1. **Considered identification of personal circumstances and aspirations**

   This criterion measures the adult learner's ability to:

   - Identify personal circumstances and aspirations

2. **Appropriate use of relevant resources**

   This criterion measures the adult learner's ability to:

   - Capitalize on the available resources to organize their learning plan

3. **Coherent development of the learning plan**

   This criterion measures the adult learner's ability to:

   - Develop the content of their learning plan

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
Personal circumstances and aspirations	- Personal characteristics - Living conditions: financial, family, social and cultural situations - Scholastic, experiential and vocational learning
Resources at the adult education centre	- Services available at the adult education centre - Material and computer resources - Resource people
Resources outside the adult education centre	- Material assistance - Income and employment support - Health care
Research methods	- Preparing for a consultation with a resource person - Making an appointment - Processing the information gathered - Consolidating information
Learning plan content	- Learning path - Goals - Resources and means - Potential obstacles - Timeline - Means of support - Follow-up measures

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 the preparation of a learning plan. In criterion-referenced interpretation, the information gathered is compared with the outcomes expected of the adult learner.[3] 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

EVALUATION

Criterion-Referenced Rubrics

_____
Adult learner's name

_____
Teacher's name

_____
Date

Pedagogical Support
Committing to Success

Course
My Learning Plan
CST-5002-1

Deals competently with real-life situations related to the preparation of a learning plan

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 identification of personal circumstances and aspirations	Identifies own personal circumstances and aspirations in a rigorous, precise and detailed manner. **20**	Identifies own personal circumstances and aspirations in an accurate and reasonably thorough manner. **16**	Identifies own personal circumstances and aspirations in an accurate but somewhat cursory manner. **12**	Has difficulty identifying own personal circumstances and aspirations. **8**	Has great difficulty identifying own personal circumstances and aspirations. **4**	__/20
2. Appropriate use of relevant resources	Establishes connections between own situation and the resources available in a rigorous, precise and detailed manner. **30**	Establishes connections between own situation and the resources available in an accurate and reasonably thorough manner. **24**	Establishes connections between own situation and the resources available in an accurate but somewhat cursory manner. **18**	Has difficulty establishing connections between own situation and the resources available. **12**	Has great difficulty establishing connections between own situation and the resources available. **6**	__/30
3. Coherent development of the learning plan	Develops the learning plan in a rigorous, precise and detailed manner. **50**	Develops the learning plan in an accurate and reasonably thorough manner. **40**	Develops the learning plan in an accurate but somewhat cursory manner. **30**	Has difficulty developing the learning plan. **20**	Has great difficulty developing the learning plan. **10**	__/50
					Final result:	___/100

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