

DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Pedagogical Support

Committing to Success

PATHS TO BETTER LEARNING

CST-5003-1

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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.

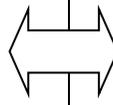
All the DEDs produced after June 30, 2014, by the Ministère de l'Éducation (MEQ) are prescriptive. Consequently, they are the reference documents to be used in the development of all examinations, be they ministerial examinations or those developed by adult education centres or by Société GRICS (BIM). The DEDs thus serve as a model for preparing multiple equivalent versions of examinations that are valid across the province.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	
<p>Broad Areas of Learning</p> <ul style="list-style-type: none"> • Health and Well-Being • Environmental and Consumer Awareness • World of Work • Citizenship <p>Subject Area</p> <ul style="list-style-type: none"> • Personal Development <p>Class of Situations</p> <ul style="list-style-type: none"> • Taking responsibility for one's learning 	<p>Program of Study</p> <ul style="list-style-type: none"> • Commitment to Success <p>Course</p> <ul style="list-style-type: none"> • Paths to Better Learning
Essential Elements Targeted by the Evaluation	
<p>Deals competently with real-life situations in which they assume responsibility for their own learning</p>	<p>Categories of Knowledge</p> <ul style="list-style-type: none"> • Learning context • Personal learning dispositions • Learning strategies • Organizing a work plan
Evaluation Criteria	
<p>Evaluation Criteria for the Competency</p> <ol style="list-style-type: none"> 1. Accurate identification of personal circumstances that affect learning 2. Appropriate implementation of more effective learning tools 	<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 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. **Accurate identification of personal circumstances that affect learning**

This criterion measures the adult learner's ability to:

- Consider their situation as a learner

2. **Appropriate implementation of more effective learning tools**

This criterion measures the adult learner's ability to:

- Organize a work plan that builds on their learning strategies

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
Learning context	<ul style="list-style-type: none"> • Adult education centre organization • External resources • Teaching approaches
Personal learning dispositions	<ul style="list-style-type: none"> • Learning styles • Role of memorization • Role of motivation • Understanding of how to organize one's school work • Learner self-assessment
Learning strategies	<ul style="list-style-type: none"> • Socio-affective strategies • Cognitive strategies • Metacognitive strategies • Time-management strategies
Organizing a work plan	<ul style="list-style-type: none"> • Learning objectives • Priorities • Resources • Deadlines • Progress-monitoring 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 two 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 in which they assume responsibility for their own learning. 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.

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
Paths to Better Learning
CST-5003-1

Deals competently with real-life situations in which they assume responsibility for their own learning

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. Accurate identification of personal circumstances that affect learning	Establishes connections in a rigorous, precise and detailed manner between own personal circumstances and elements that foster learning. 50	Establishes connections in an accurate and reasonably thorough manner between own personal circumstances and elements that foster learning. 40	Establishes connections in an accurate but somewhat cursory manner between own personal circumstances and elements that foster learning. 30	Has difficulty establishing connections between own personal circumstances and elements that foster learning. 20	Has great difficulty establishing connections between own personal circumstances and elements that foster learning. 10	___/50
2. Appropriate implementation of more effective learning tools	Organizes in a rigorous, precise and detailed manner a work plan that fosters learning. 50	Organizes in an accurate and reasonably thorough manner a work plan that fosters learning. 40	Organizes in an accurate but somewhat cursory manner a work plan that fosters learning. 30	Has difficulty organizing a work plan that fosters learning. 20	Has great difficulty organizing a work plan that fosters learning. 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.

