

# DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

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Pedagogical Support

Committing to Success

COPING WELL WITH EVALUATION

CST-5005-1

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>• Exploring the evaluation of learning process</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>• Coping Well With Evaluation</li> </ul>
<b>Essential Elements Targeted by the Evaluation</b>	
<p><b>Deals competently with real-life situations involving the evaluation of learning</b></p>	<p><b>Categories of Knowledge</b></p> <ul style="list-style-type: none"> <li>• Evaluation parameters</li> <li>• Influential personal factors</li> <li>• Before an evaluation</li> <li>• During an evaluation</li> <li>• After an evaluation</li> </ul>
<b>Evaluation Criteria</b>	
<p><b>Evaluation Criteria for the Competency</b></p> <ol style="list-style-type: none"> <li>1. Accurate identification of evaluation situation variables</li> <li>2. Thoughtful experimentation with different approaches to evaluation situations</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. **Accurate identification of evaluation situation variables**

This criterion measures the adult learner's ability to:

- Assess their situation in a context of evaluation

#### 2. **Thoughtful experimentation with different approaches to evaluation situations**

This criterion measures the adult learner's ability to:

- Identify ways of coping well with evaluation through experimentation

### **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>Evaluation parameters</b>	<ul style="list-style-type: none"> <li>• Evaluation mode</li> <li>• Evaluation content</li> <li>• Types of task</li> </ul>
<b>Influential personal factors</b>	<ul style="list-style-type: none"> <li>• Psychological factors</li> <li>• Physiological factors</li> <li>• Organizational factors</li> <li>• Learning disability factors</li> <li>• Previous evaluation situation experiences</li> </ul>
<b>Before an evaluation</b>	<ul style="list-style-type: none"> <li>• Anticipation</li> <li>• Ways of preparing</li> <li>• Resources</li> </ul>
<b>During an evaluation</b>	<ul style="list-style-type: none"> <li>• Personal state</li> <li>• Organizational strategies</li> <li>• Reviewing the examination</li> </ul>
<b>After an evaluation</b>	<ul style="list-style-type: none"> <li>• Feedback</li> <li>• Adjustment</li> <li>• Progress-monitoring measures</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 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 involving the evaluation of learning. 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

**EVALUATION**

**Criterion-Referenced Rubrics**

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Adult learner's name

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Teacher's name

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Date

Pedagogical Support  
*Committing to Success*

Course  
*Coping Well With Evaluation*  
CST-5005-1

**Deals competently with real-life situations involving the evaluation of 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.

<b>Rating scale</b> <b>Evaluation criteria</b>	<b>Advanced</b> competency development	<b>Thorough</b> competency development	<b>Acceptable</b> competency development	<b>Partial</b> competency development	<b>Minimal</b> competency development	<b>Mark</b>
1. Accurate identification of evaluation situation variables	Identifies in a rigorous, precise and detailed manner the parameters of an evaluation, as well as the influential personal factors that come into play.  <b>50</b>	Identifies in an accurate and reasonably thorough manner the parameters of an evaluation, as well as the influential personal factors that come into play.  <b>40</b>	Identifies in an accurate but somewhat cursory manner the parameters of an evaluation, as well as the influential personal factors that come into play.  <b>30</b>	Has difficulty identifying the parameters of an evaluation and the influential personal factors that come into play.  <b>20</b>	Has great difficulty identifying the parameters of an evaluation and the influential personal factors that come into play.  <b>10</b>	<b>___/50</b>
2. Thoughtful experimentation with different approaches to evaluation situations	Rigorously presents strategies for coping better with evaluation. The reflections on the experimentation are realistic and relevant to the adult learner’s situation.  <b>50</b>	Presents in an accurate and reasonably thorough manner strategies for coping better with evaluation. The reflections on the experimentation are appropriate to the adult learner’s situation.  <b>40</b>	Presents in an accurate, but somewhat cursory manner strategies for coping better with evaluation. The reflections on the experimentation are appropriate to the adult learner’s situation.  <b>30</b>	Has difficulty presenting strategies for coping better with evaluation.  <b>20</b>	Has great difficulty presenting strategies for coping better with evaluation.  <b>10</b>	<b>___/50</b>
<b>Final result:</b>						<b>___/100</b>

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



