

DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Sociovocational Integration

VOCATIONAL UPGRADING

SVI-3032-4

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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 the 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, de l'Enseignement supérieur et de la Recherche (MEESR) are prescriptive. Consequently, they are the reference documents to be used in the development of all examinations, be they ministerial 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

In addition, 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 (contained in the evaluation instruments) may be used 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	
Broad Area of Learning - World of Work Subject Area - Working Life Class of Situations - Working in one's occupational speciality	Program of Study - Sociovocational Integration Course - Vocational Upgrading
Essential Elements Targeted by the Evaluation	
Deals competently with real-life situations pertaining to his/her occupational speciality	Categories of Knowledge - Company's expectations regarding the way work tasks should be carried out - Vocational development goal - Vocational development plan - Conditions for a successful vocational development activity
Evaluation Criteria	
Evaluation Criteria for the Competency - Systematically determines his/her vocational development needs - Methodically implements his/her vocational development plan	Proficiency in Essential Knowledge Proficiency in essential knowledge presupposes its acquisition, understanding, application and mobilization, and is therefore linked with the evaluation criteria for the competencies.

Explanation of the Evaluation Content

Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

Information Clarifying the Evaluation Criteria

1. Systematically determines his/her vocational development needs
 - Prepares a vocational development plan based on his/her vocational development needs and goals
2. Methodically implements his/her vocational development plan
 - Carries out vocational development activities while taking into account the conditions for a successful activity

Proficiency in Essential Knowledge

Proficiency in essential knowledge is assessed through the evaluation of competencies, using tasks related to the evaluation criteria.

Weighting

The weighting assigned to 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

At a minimum, the examination must cover the following knowledge:

Categories of Knowledge	Knowledge
Company's expectations regarding the way work tasks should be carried out	• Formal expectations (official rules) • Informal expectations (unofficial rules)
Vocational development goal	• Establishment of a vocational development goal • Clearly and precisely stated goal that can be achieved within a specific time frame
Vocational development plan	• Vocational skills to be developed • Types of vocational development (courses given in a school, distance learning, self-training courses given online, consulting with an expert or a resource person, self-teaching) • Internal resources (needs, motivation, personal qualities, time) and external resources (educational institution, training manual, colleague, mentor) • Schedules • Possible pitfalls and obstacles • Alternative solutions • Follow-up measures (periodic review, logbook, discussions with a mentor, etc.)
Conditions for a successful vocational development activity	• Active participation • Regular attendance • Observance of deadlines • Application of what was learned in carrying out his/her work tasks

Specifications for the Evaluation Instruments

Examination: Number of Parts, Sections, Procedure and Duration

The examination may be administered in one or two parts, at a time deemed appropriate by the teacher.

The teacher determines the duration of the examination, according to the instrument(s) used. In total, no more than three hours 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 be completed in writing, orally, or in action. It may take the form of:

- an observation period to see the adult learner in action
- the presentation of a production, for example, a research paper, a logbook, a portfolio
- a questionnaire
- a table
- an interview
- an oral presentation

In all cases, the teacher must make a judgment at the end of the course. This judgment must be supported by the teacher's observations of the adult's actions during the course.

The teacher must recognize the adult's production(s) as authentic.

Information-Gathering Tools

The information-gathering tools are selected by the teacher according to the type of examination administered.

Authorized Materials

The teacher will prepare a list of permitted materials for the examination and, if necessary, will specify which materials are required.

Assessment Tools

For the evaluation of the competency to deal competently with real-life situations pertaining to his/her occupational speciality, the criterion-referenced rubric is the assessment tool used by the teacher. In criterion-referenced interpretation, the information gathered is compared with the outcomes expected of the adult learner.³ The rubrics are appended to the *Correction and Evaluation Guide* and include the following rating scale:

- Excellent
- Very good
- Good
- Weak
- Very weak

Pass Mark

The pass mark is 60% for each of the evaluation criteria, which corresponds to level “Good” in the criterion-referenced rubric. The result for the competency must be expressed as a “Pass” or “Fail.”

Retakes

The adult learner may retake the part(s) of the examination he or she failed.

³ Québec, Ministère de l'Éducation, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 28-29.

