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DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Social Participation

LOOKING TO THE FUTURE: MY SOCIAL
PARTICIPATION PLAN

SPC-Z101-3

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Coordination and content

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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 province¹.

Since the development of evaluation instruments for this course is the responsibility of authorized educational institutions, the prototype examination provided by the Ministère may be used as is, be modified or be used as an example for the development of new versions.

Any new version of the examination or modifications of the prototype examination must bear the logo of the institution that developed it.

At no time may the ministerial and prototype examinations produced by the Ministère be used as evaluation to support learning or as classroom practice exercises.

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.

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 Area of Learning</p> <ul style="list-style-type: none"> • Citizenship <p>Subject Area</p> <ul style="list-style-type: none"> • Personal Development <p>Class of Situations</p> <ul style="list-style-type: none"> • Organizing one’s social participation plan 	<p>Program of Study</p> <ul style="list-style-type: none"> • Social Participation <p>Course</p> <ul style="list-style-type: none"> • Looking to the Future: My Social Participation Plan
Essential Elements Targeted by the Evaluation	
<p>Deals competently with real-life situations that involve organizing their social participation plan</p>	<p>Categories of Knowledge</p> <ul style="list-style-type: none"> • Personal and social realities • Potential for taking action • Elements of the plan
Evaluation Criteria	
<p>Evaluation Criteria for the Competency</p> <ol style="list-style-type: none"> 1. Meticulously identifies personal and social realities 2. Realistically recognizes their potential for taking action 3. Methodically develops their social participation plan 	<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

Evaluation criterion 1, *Meticulously identifies personal and social realities*, evaluates the adult learner's ability to:

- establish links between their everyday life and their personal and social realities

Evaluation criterion 2, *Realistically recognizes their potential for taking action*, evaluates the adult learner's ability to:

- identify personal motivational factors and the contribution of their immediate environments

Evaluation criterion 3, *Methodically develops their social participation plan*, evaluates the adult learner's ability to:

- identify personal goals and the elements of their plan

Proficiency in Subject-Specific Knowledge

Proficiency in subject-specific knowledge is assessed through the evaluation of the competency, using tasks related to the evaluation criteria.

Weighting

The weighting assigned to the competency is 100%.

The three evaluation criteria are of equal importance since, as stated in the assessment tools provided in the *Marking Guide*, the adult learner must meet all of the criteria to pass the course.

Adult learners must be made aware of the criteria used to evaluate them and the importance given to each criterion.

Knowledge

The knowledge prescribed for this course is presented below.

The examination must cover at least half of the knowledge to be acquired and the three categories of knowledge.

Categories of Knowledge	Essential Knowledge
Personal and social realities	<ul style="list-style-type: none">• Personality traits• Skills• Experiences• Limiting factors
Potential for taking action	<ul style="list-style-type: none">• Motivational factors• Lifestyle• Working in a group• Immediate environments
Elements of the plan	<ul style="list-style-type: none">• Goals• Learning needs• Conditions for success• Partners

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 two 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 three evaluation criteria.

The examination, or part of the examination, may be completed in writing, orally, or in action. It may take the form of:

- a questionnaire
- a case study
- an interview
- a role-playing activity
- a simulation
- an oral presentation
- an observation period to see the adult learner in action
- the presentation of a production, for example, a research paper, a logbook, a portfolio

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 learner's actions during the course.

The teacher must recognize the adult learner'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

The Criterion-Referenced Rubric is the tool to be used by the teacher to make an assessment on the adult learner's level of competency in dealing with real-life situations that involve organizing their social participation plan. Criterion-referenced interpretation involves comparing the information gathered with the outcomes expected of the adult learner.³ The rubric is prescribed and includes the following rating scale:

Competency development:

- Advanced
- Thorough
- Acceptable
- Partial
- Minimal

Pass Mark

The pass mark is 60% for each of the evaluation criteria, which corresponds to the level "Acceptable competency development" in the Criterion-Referenced Rubric. The result for the competency must be expressed as a "Pass" or "Fail."

The successful completion of this course is mandatory to continue in the Social Participation program. Consequently, the evaluation of this course must be completed before the evaluation of all other courses in the program.

Retakes

Adult learners may retake the part of the examination related to the criteria for which they did not receive a pass mark.

3. Ibid., 28-29.

APPENDIX – CRITERION-REFERENCED RUBRIC

Adult General Education
Criterion-Referenced Rubric

<p style="text-align: center;">EVALUATION</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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Program of Study
Social Participation

Course
Looking to the Future: My Social Participation Plan
SPC-Z101-3

Deals competently with real-life situations that involve organizing their social participation plan

Instructions:

- For each criterion, circle the statement that corresponds to the adult learner’s performance level.
- Check “**Pass**” (**P**) in the “**Result**” column if the statement circled is equivalent to “**Acceptable competency development**” or better.
- Check “**Yes**” in the “**Final result**” section at the bottom of the table if the adult learner has obtained a “**Pass**” mark for all the criteria. Otherwise, check “**No**.”

Rating scale	Advanced competency development	Thorough competency development	Acceptable competency development	Partial competency development	Minimal competency development	Result
1. Meticulously identifies personal and social realities	Establishes very clear links between their everyday life and their personal and social realities.	Establishes clear links between their everyday life and their personal and social realities.	Establishes satisfactory links between their everyday life and their personal and social realities.	Has difficulty establishing links between their everyday life and their personal and social realities.	Has great difficulty establishing links between their everyday life and their personal and social realities.	<input type="checkbox"/> P
2. Realistically recognizes their potential for taking action	Identifies personal motivational factors and the contribution of their immediate environments in a concrete and accurate manner.	Identifies personal motivational factors and the contribution of their immediate environments in a concrete manner.	Identifies personal motivational factors and the contribution of their immediate environments in a satisfactory manner.	Has difficulty identifying personal motivational factors and the contribution of their immediate environments.	Has great difficulty identifying personal motivational factors and the contribution of their immediate environments.	<input type="checkbox"/> P
3. Methodically develops their social participation plan	Identifies all the components of their plan in a clear and detailed manner.	Identifies all the components of their plan in a clear manner.	Identifies the main components of their plan in a satisfactory manner.	Has difficulty identifying the components of their plan.	Has great difficulty identifying the components of their plan.	<input type="checkbox"/> P
Final result	Competency successfully developed:					<input type="checkbox"/> Yes <input type="checkbox"/> No

