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DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Social Participation

RISK BEHAVIOURS

SPC-Z111-2

December 2025

Coordination and content

Direction de la formation générale des adultes
Direction générale de la formation générale des jeunes et des adultes
Secteur de la pédagogie et des services à l'enseignement

Title of original document

Conduites à risque, Définition du domaine d'évaluation

English version

Services linguistiques en anglais
Direction du soutien au réseau éducatif anglophone

General information

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Ministère de l'Éducation

ISBN 978-2-555-02646-9 (PDF)
ISBN 978-2-550-93318-2 (French PDF)

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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

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"> • Health and Well-Being <p>Subject Area</p> <ul style="list-style-type: none"> • Personal Development <p>Class of Situations</p> <ul style="list-style-type: none"> • Preventing risk behaviours 	<p>Program of Study</p> <ul style="list-style-type: none"> • Social Participation <p>Course</p> <ul style="list-style-type: none"> • Risk Behaviours
Essential Elements Targeted by the Evaluation	
<p>Deals competently with real-life situations that involve preventing risk behaviours</p>	<p>Categories of Knowledge</p> <ul style="list-style-type: none"> • Characteristics of a risk behaviour • Personal and environmental realities • Decrease or increase in risks • Preventive measures
Evaluation Criteria	
<p>Evaluation Criteria for the Competency</p> <ol style="list-style-type: none"> 1. Accurately recognizes a risk behaviour 2. Objectively considers realities related to taking risks 3. Selects appropriate preventive measures 	<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, *Accurately recognizes a risk behaviour*, evaluates the adult learner's ability to:

- identify characteristics of a risk behaviour and possible negative consequences

Evaluation criterion 2, *Objectively considers realities related to taking risks*, evaluates the adult learner's ability to:

- identify various influences that can affect risk taking

Evaluation criterion 3, *Selects appropriate preventive measures*, evaluates the adult learner's ability to:

- identify risk prevention or management strategies and justifies their choices

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 four categories of knowledge.

Categories of Knowledge	Essential Knowledge
Characteristics of a risk behaviour	<ul style="list-style-type: none"> • Elements of risk taking: individual, context, effect • Criteria for identifying a risk behaviour • Cycle of dependency • Consequences of a risk behaviour
Personal and environmental realities	<ul style="list-style-type: none"> • Consumer typology • Goals • Sources and types of influence • State of vulnerability • Pitfalls
Decrease or increase in risks	<ul style="list-style-type: none"> • Protection factors • Risk factors • Factors that increase risks
Preventive measures	<ul style="list-style-type: none"> • Personal assessment • Prevention strategies • Risk management strategies • Prevention mechanisms

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
- a 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 preventing risk behaviours. In criterion-referenced interpretation, the information gathered is compared 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."

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
Risk Behaviours
SPC-Z111-2

Deals competently with real-life situations that involve preventing risk behaviours

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 Evaluation Criteria	Advanced competency development	Thorough competency development	Acceptable competency development	Partial competency development	Minimal competency development	Result
1. Accurately recognizes a risk behaviour	Very accurately identifies the characteristics of a risk behaviour and possible negative consequences.	Accurately identifies the characteristics of a risk behaviour and possible negative consequences.	Identifies the general characteristics of a risk behaviour and possible negative consequences.	Has difficulty identifying the characteristics of a risk behaviour and possible negative consequences.	Has great difficulty identifying the characteristics of a risk behaviour and possible negative consequences.	<input type="checkbox"/> P
2. Objectively considers realities related to taking risks	Very clearly identifies influences that can affect risk-taking behaviours.	Clearly identifies influences that can affect risk-taking behaviours.	Generally identifies influences that can affect risk-taking behaviours.	Has difficulty identifying influences that can affect risk-taking behaviours.	Has great difficulty identifying influences that can affect risk-taking behaviours.	<input type="checkbox"/> P
3. Selects appropriate preventive measures	Identifies very relevant risk prevention or management strategies and justifies their choices.	Identifies relevant risk prevention or management strategies and justifies their choices.	Identifies satisfactory risk prevention or management strategies and justifies their choices.	Has difficulty identifying risk prevention or management strategies.	Has great difficulty identifying risk prevention or management strategies.	<input type="checkbox"/> P
Final mark	Competency successfully developed:					<input type="checkbox"/> Yes <input type="checkbox"/> No

