

This content is also available in French. The *Charter of the French language*, its regulations and the [ministerial directive](#) govern the [consultation of English-language content](#).

DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Social Participation

DAILY INTERACTIONS

SPC-Z112-3

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

Interactions au quotidien, Définition du domaine d'évaluation

English version

Services linguistiques en anglais
Direction du soutien au réseau éducatif anglophone

General information

General information
Ministère de l'Éducation
1035, rue De La Chevrotière, 27^e étage
Québec (Québec) G1R 5A5
Telephone: 418-643-7095
Toll-free: 1-866-747-6626

© Gouvernement du Québec, 2026
Ministère de l'Éducation

ISBN 978-2-555-02451-9 (PDF)
ISBN 978-2-550-93317-5 (French PDF)

Legal Deposit – Bibliothèque et Archives nationales du Québec, 2026

22-141-15A_w3

Table of Contents

Introduction	1
Evaluation Content.....	2
Explanation of the Evaluation Content	3
Evaluation Criteria	3
Proficiency in Subject-Specific Knowledge	3
Weighting	3
Knowledge.....	4
Specifications for the Evaluation Instruments	5
Examination: Number of Parts, Sections, Procedure and Duration	5
Examination Content	5
Information-Gathering Tools	5
Authorized Materials.....	5
Assessment Tools	6
Pass Mark	6
Retakes	6
APPENDIX – CRITERION-REFERENCED RUBRIC.....	7
Criterion-Referenced Rubric	9

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"> • Experiencing improved daily interactions 	<p>Program of Study</p> <ul style="list-style-type: none"> • Social Participation <p>Course</p> <ul style="list-style-type: none"> • Daily Interactions
Essential Elements Targeted by the Evaluation	
<p>Deals competently with real-life situations that involve the ability to interact</p>	<p>Categories of Knowledge</p> <ul style="list-style-type: none"> • Communication process • Social framework • Manners • Strategies for improving communications
Evaluation Criteria	
<p>Evaluation Criteria for the Competency</p> <ol style="list-style-type: none"> 1. Accurately recognizes the elements of an interactive situation 2. Takes appropriate measures to encourage positive interactions 	<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 the elements of an interactive situation*, evaluates the adult learner's ability to:

- define the characteristics of an interaction and appropriate behaviours to adopt

Evaluation criterion 2, *Takes appropriate measures to encourage positive interactions*, evaluates the adult learner's ability to:

- apply relevant strategies to transmit and receive messages as part of the communication process

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 two 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 at least four categories of knowledge.

Categories of Knowledge	Essential Knowledge
Communication process	<ul style="list-style-type: none"> • Communication model • Types of communication • Parameters of communication • Contexts of communication • Stages of communication
Social framework	<ul style="list-style-type: none"> • Types of interpersonal relationships • Formal social norms • Informal social norms • Behavioural influences • Criteria for appropriate behaviours • Inappropriate behaviours • Possible consequences of inappropriate behaviours • Assessment of their behaviours in interactive situations
Manners	<ul style="list-style-type: none"> • Personal appearance • Politeness • Social conventions
Strategies for improving communications	<ul style="list-style-type: none"> • Sending a message • Receiving a message • Maintaining a conversation • Support materials for communications

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 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:

- 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 the ability to interact. 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>
--

Program of Study
Social Participation

Course
Daily Interactions
SPC-Z112-3

Deals competently with real-life situations that involve the ability to interact

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. Accurately recognizes the elements of an interactive situation	Very accurately defines the characteristics of an interaction and appropriate and inappropriate behaviours.	Accurately defines the characteristics of an interaction and appropriate and inappropriate behaviours.	Generally defines the characteristics of an interaction and appropriate and inappropriate behaviours.	Has difficulty defining the characteristics of an interaction and appropriate and inappropriate behaviours.	Has great difficulty defining the characteristics of an interaction and appropriate and inappropriate behaviours.	<input type="checkbox"/> P
2. Takes appropriate measures to encourage positive interactions	Applies relevant and meaningful strategies to transmit and receive messages.	Applies relevant strategies to transmit and receive messages.	Applies satisfactory strategies to transmit and receive messages.	Has difficulty applying strategies to transmit and receive messages.	Has great difficulty applying strategies to transmit and receive messages.	<input type="checkbox"/> P
Final result	Competency successfully developed:					<input type="checkbox"/> Yes <input type="checkbox"/> No

