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DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Social Participation

HEALTHY SOCIAL NETWORK

SPC-Z113-3

December 2025

Coordination and content

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General information

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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"> • Engaging in healthy interpersonal relationships 	<p>Program of Study</p> <ul style="list-style-type: none"> • Social Participation <p>Course</p> <ul style="list-style-type: none"> • Healthy Social Network
Essential Elements Targeted by the Evaluation	
<p>Deals competently with real-life situations that involve engaging in healthy interpersonal relationships</p>	<p>Categories of Knowledge</p> <ul style="list-style-type: none"> • Characteristics of interpersonal relationships • Self-esteem • Self-affirmation • Assessment of their social network • Strategies and tools for building healthy interpersonal relationships
Evaluation Criteria	
<p>Evaluation Criteria for the Competency</p> <ol style="list-style-type: none"> 1. Objectively recognizes the conditions for healthy relationships 2. Takes the appropriate measures to develop a healthy social network 	<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, *Objectively recognizes the conditions for healthy relationships*, evaluates the adult learner's ability to:

- identify the characteristics of healthy and unhealthy interpersonal relationships

Evaluation criterion 2, *Takes the appropriate measures to develop a healthy social network*, evaluates the adult learner's ability to:

- use strategies to create or develop a healthy social network

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 the five categories of knowledge.

Categories of Knowledge	Essential Knowledge
Characteristics of interpersonal relationships	<ul style="list-style-type: none"> • Relationship needs • Foundations of relationships • Types of relationships • Qualities of healthy relationships • Contribution of healthy relationships • Indicators of unhealthy relationships
Self-esteem	<ul style="list-style-type: none"> • Elements of self-esteem • Aspects of one’s life that are affected • Factors that cause self-esteem to fluctuate • Indicators of healthy self-esteem • Benefits of healthy self-esteem
Self-affirmation	<ul style="list-style-type: none"> • Types of self-affirmation • Obstacles to self-affirmation • Indicators of healthy self-affirmation • Indicators of unhealthy self-affirmation
Assessment of their social network	<ul style="list-style-type: none"> • Definition of the elements of their network • Observations on the quality of their relationships • Potential solutions
Strategies and tools for building healthy interpersonal relationships	<ul style="list-style-type: none"> • Strategies for creating or developing a healthy social network • Strategies for building self-esteem • Self-affirmation strategies • Facilitating tools

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 engaging in healthy interpersonal relationships. 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
Healthy Social Network
SPC-Z113-3

Deals competently with real-life situations that involve engaging in healthy interpersonal relationships

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. Objectively recognizes the conditions for healthy relationships	Identifies, in a complete and detailed manner, the characteristics of interpersonal relationships.	Identifies, in a complete manner, the characteristics of interpersonal relationships.	Identifies the general characteristics of interpersonal relationships.	Has difficulty identifying the characteristics of interpersonal relationships.	Has great difficulty identifying the characteristics of interpersonal relationships.	<input type="checkbox"/> P
2. Takes the appropriate measures to develop a healthy social network	Uses relevant and meaningful strategies to create or develop a healthy social network.	Uses relevant strategies to create or develop a healthy social network.	Uses satisfactory strategies to create or develop a healthy social network.	Has difficulty using strategies to create or develop a healthy social network.	Has great difficulty using strategies to create or develop a healthy social network.	<input type="checkbox"/> P
Final result	Competency successfully developed:					<input type="checkbox"/> Yes <input type="checkbox"/> No

