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# DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

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Social Participation

COMMON TECHNOLOGICAL TOOLS

SPC-Z122-2

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**Coordination and content**

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## Table of Contents

<b>Introduction .....</b>	<b>1</b>
<b>Evaluation Content.....</b>	<b>2</b>
<b>Explanation of the Evaluation Content .....</b>	<b>3</b>
Evaluation Criteria .....	3
Proficiency in Subject-Specific Knowledge .....	3
Weighting .....	3
Knowledge.....	4
<b>Specifications for the Evaluation Instruments .....</b>	<b>5</b>
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
<b>APPENDIX – CRITERION-REFERENCED RUBRIC.....</b>	<b>7</b>
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.<sup>1</sup>

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.<sup>2</sup> The DEDs and the criterion-referenced rubrics are recommended for this purpose.

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<sup>1</sup> Québec, Ministère de l'Éducation du Québec, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 47.

<sup>2</sup> Ibid., 9.

## Evaluation Content

<b>General Information</b>	
<p><b>Broad Area of Learning</b></p> <ul style="list-style-type: none"> <li>• Environmental and Consumer Awareness</li> </ul> <p><b>Subject Area</b></p> <ul style="list-style-type: none"> <li>• Personal Development</li> </ul> <p><b>Class of Situations</b></p> <ul style="list-style-type: none"> <li>• Using technological tools in daily life</li> </ul>	<p><b>Program of Study</b></p> <ul style="list-style-type: none"> <li>• Social Participation</li> </ul> <p><b>Course</b></p> <ul style="list-style-type: none"> <li>• Common Technological Tools</li> </ul>
<b>Essential Elements Targeted by the Evaluation</b>	
<p><b>Deals competently with real-life situations that involve using technological tools in daily life</b></p>	<p><b>Categories of Knowledge</b></p> <ul style="list-style-type: none"> <li>• Common technological tools</li> <li>• Functioning of common technological tools</li> <li>• Compensatory strategies</li> </ul>
<b>Evaluation Criteria</b>	
<p><b>Evaluation Criteria for the Competency</b></p> <ol style="list-style-type: none"> <li>1. Methodically explores common technological tools</li> <li>2. Appropriately applies simple methods for using common technological tools</li> </ol>	<p><b>Proficiency in Subject-Specific Knowledge</b></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, *Methodically explores common technological tools*, evaluates the adult learner's ability to:

- understand the use and functioning of common technological tools

Evaluation criterion 2, *Appropriately applies simple methods for using common technological tools*, evaluates the adult learner's ability to:

- use compensatory strategies adapted to their situation

### 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 three categories of knowledge.

Categories of Knowledge	Essential Knowledge
<b>Common technological tools</b>	<ul style="list-style-type: none"><li>• Categories</li><li>• Areas of use</li><li>• Characteristics</li><li>• Advantages</li></ul>
<b>Functioning of common technological tools</b>	<ul style="list-style-type: none"><li>• Operating modes</li><li>• Basic general functions</li><li>• Warnings</li><li>• Factors promoting use</li><li>• Factors creating difficulties for use</li></ul>
<b>Compensatory strategies</b>	<ul style="list-style-type: none"><li>• Adapted learning strategies</li><li>• Reference points</li><li>• User support tools</li><li>• Immediate help services</li><li>• Routines for using technological tools</li></ul>

## 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 using technological tools in daily life. In criterion-referenced interpretation, the information gathered is compared with the outcomes expected of the adult learner.<sup>3</sup> 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.

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<sup>3</sup> Ibid., 28-29.

## **APPENDIX – CRITERION-REFERENCED RUBRIC**



Adult General Education  
Criterion-Referenced Rubric

<p style="text-align: center;"><b>EVALUATION</b></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  
*Common Technological Tools*  
SPC-Z122-2



**Deals competently with real-life situations that involve using technological tools in daily life**

**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**.”

<b>Rating Scale</b>	<b>Advanced competency development</b>	<b>Thorough competency development</b>	<b>Acceptable competency development</b>	<b>Partial competency development</b>	<b>Minimal competency development</b>	<b>Result</b>
<b>1. Methodically explores common technological tools</b>	Understands the use and functioning of common technological tools in an accurate and detailed manner.	Understands the use and functioning of common technological tools in an accurate manner.	Understands the use and functioning of common technological tools in a general manner.	Has difficulty understanding the use and functioning of common technological tools.	Has great difficulty understanding the use and functioning of common technological tools.	<input type="checkbox"/> <b>P</b>
<b>2. Appropriately applies simple methods for using common technological tools</b>	Uses compensatory strategies adapted to their situation in a very effective manner.	Uses compensatory strategies adapted to their situation in an effective manner.	Uses compensatory strategies adapted to their situation in a satisfactory manner.	Has difficulty using compensatory strategies adapted to their situation.	Has great difficulty using compensatory strategies adapted to their situation.	<input type="checkbox"/> <b>P</b>
<b>Final result</b>	<b>Competency successfully developed:</b>					<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>

