

# DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

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Diversified Basic Education Program

Personalized Career Orientation

CHOOSING A CAREER

PRS-5170-2

October 2018

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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.

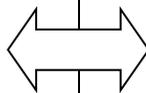
All the DEDs produced after June 30, 2014 by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) are prescriptive. Consequently, they are the reference documents to be used in the development of all examinations, be they ministerial examinations or those developed by adult education centres 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>

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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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

<b>General Information</b>	
<p><b>Broad Areas of Learning</b></p> <ul style="list-style-type: none"> <li>• Career Planning and Entrepreneurship</li> </ul> <p><b>Subject Area</b></p> <ul style="list-style-type: none"> <li>• Career Development</li> </ul> <p><b>Families of Learning Situations</b></p> <ul style="list-style-type: none"> <li>• Career Exploration</li> </ul>	<p><b>Program of Study</b></p> <ul style="list-style-type: none"> <li>• Personalized Career Orientation</li> </ul> <p><b>Course</b></p> <ul style="list-style-type: none"> <li>• Choosing a Career</li> </ul>
<b>Essential Elements Targeted by the Evaluation</b>	
<p><b>Subject-Specific Competency</b></p> <ol style="list-style-type: none"> <li>1. Researches trades, occupations or professions</li> <li>2. Contemplates his/her work possibilities</li> </ol>	<p><b>Categories of Knowledge</b></p> <ul style="list-style-type: none"> <li>• Personal situational factors</li> <li>• Educational situational factors</li> <li>• Factors relating to trades, occupations and professions</li> <li>• Techniques and methods</li> <li>• Support resources</li> </ul>
<b>Evaluation Criteria</b>	
<p><b>Evaluation Criteria for Competency 1</b></p> <ol style="list-style-type: none"> <li>1. Processing of information gathered on trades, occupations or professions</li> </ol> <p><b>Evaluation Criteria for Competency 2</b></p> <ol style="list-style-type: none"> <li>2. Debating of his/her career choices</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 competencies.</p>



## Explanation of the Evaluation Content

### Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

#### Information Clarifying the Evaluation Criteria

#### 1. Processing of information gathered on trades, occupations or professions

This criterion measures the adult learner's ability to:

- compare factors relating to trades, occupations or professions with factors relating to his/her personal situation

#### 2. Debating of his/her career choices

This criterion measures the adult learner's ability to:

- justify his/her career choices and the means to achieve them

### Proficiency in Subject-Specific Knowledge

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

### Weighting

The weighting of the competencies is determined in accordance with the relative importance of each competency in the course. The competencies are weighted as follows:

Competency 1: Researches trades, occupations or professions: 50%

Competency 2: Contemplates his/her work possibilities: 50%

The weighting of the evaluation criteria appears in the assessment tools provided in the *Correction and Evaluation Guide*. Adult learners must be made aware of the evaluation criteria used to evaluate them and the corresponding weighting of each criterion.

**Knowledge**

The following table presents the prescribed knowledge for this course. The examination must mobilize:

- at least one element of knowledge from each of the categories of knowledge
- at least half of the elements of knowledge

**Subject-specific Content**

Categories of knowledge	Knowledge
<b>Personal situational factors</b>	<ul style="list-style-type: none"> <li>• Self-knowledge</li> <li>• Personal obstacles</li> <li>• Influence of other people</li> <li>• Elements relating to perseverance</li> <li>• Life experience</li> </ul>
<b>Educational situational factors</b>	<ul style="list-style-type: none"> <li>• Information on the education system</li> <li>• Conditions for admission</li> <li>• Educational institutions</li> <li>• School organization</li> <li>• Education programs</li> </ul>
<b>Factors relating to trades, occupations and professions</b>	<ul style="list-style-type: none"> <li>• Workplace roles and tasks</li> <li>• Characteristics of the trade, occupation or profession</li> <li>• Educational requirements</li> <li>• Working conditions</li> <li>• Specific requirements</li> <li>• Occupational health and safety</li> <li>• Job prospects</li> <li>• Types of employers</li> </ul>
<b>Techniques and methods</b>	<ul style="list-style-type: none"> <li>• Recording methods</li> <li>• Report of the exploration or career orientation process</li> <li>• Decision-making</li> <li>• Action plan</li> <li>• Interview techniques</li> <li>• Oral or written presentation</li> </ul>
<b>Support resources</b>	<ul style="list-style-type: none"> <li>• Key resource people</li> <li>• Career exploration activities</li> </ul>

## Specifications for the Evaluation Instruments

### Examination: Number of Parts, Sections, Procedure and Duration

The examination can be administered in one or two parts, at a time judged appropriate by the teacher.

The teacher determines the duration of the examination, according to the instrument(s) used. In total, no more than 180 minutes 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 take the following form:

- an interview
- a questionnaire
- an oral presentation
- a presentation of a personal production such as a research project, a logbook or a portfolio

In all cases, the teacher must make a judgment at the end of the course.

The teacher must recognize the adult learner's productions as authentic.

### Information-Gathering Tool

- The *Adult's Booklet* (one booklet for each part of the examination, as required)

### Authorized Materials

It is up to the teacher to authorize materials deemed relevant to the examination.

**Assessment Tool**

The criterion-referenced rubric is the tool to be used by the teacher to make an assessment of the competencies “Researches trades, occupations or professions” and “Contemplates his/her work possibilities.” 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%.

**Retakes**

The adult learner can retake the entire examination or one part of it.

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3. Québec, Ministère de l'Éducation, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 28-29.

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



Adult General Education

<p style="text-align: center;"><b>EVALUATION</b></p> <p style="text-align: center;"><b>Criterion-Referenced Rubric</b></p> <hr/> <p style="text-align: center;">Name of the Adult Learner</p> <hr/> <p style="text-align: center;">Name of the Teacher</p> <hr/> <p style="text-align: center;">Date</p>
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**Competency 1: Researches trades, occupations or professions (50%)**

**Competency 2: Contemplates his/her work possibilities (50%)**

**Instructions:**

- For each criterion, circle the statement(s) that correspond(s) to the adult learner’s performance level.
- Only those marks indicated in the rubric may be assigned. Enter the marks obtained in the appropriate spaces in the last column.

<b>Rating scale</b> <b>Evaluation criteria</b>	<b>Advanced</b> competency development	<b>Thorough</b> competency development	<b>Acceptable</b> competency development	<b>Partial</b> competency development	<b>Minimal</b> competency development	<b>Mark</b>
1. Processing of information gathered on trades, occupations or professions	The adult learner establishes an accurate, complete and detailed comparison between factors relating to trades, occupations or professions and factors relating to his/her personal situation.  <b>50</b>	The adult learner establishes an accurate and reasonably complete comparison between factors relating to trades, occupations or professions and factors relating to his/her personal situation.  <b>40</b>	The adult learner establishes an accurate, but somewhat cursory comparison between factors relating to trades, occupations or professions and factors relating to his/her personal situation.  <b>30</b>	The adult learner has difficulty establishing a comparison between factors relating to trades, occupations or professions and factors relating to his/her personal situation.  <b>20</b>	The adult learner has pronounced difficulty establishing a comparison between factors relating to trades, occupations or professions and factors relating to his/her personal situation.  <b>10</b>	<u>    </u> /50
2. Debating of his/her career choices	The adult learner presents a thorough, consistent and relevant examination of his/her career choices.  <b>50</b>	The adult learner presents a consistent and relevant examination of his/her career choices.  <b>40</b>	The adult learner presents a consistent and relevant, but somewhat cursory examination of his/her career choices.  <b>30</b>	The adult learner has difficulty presenting an examination of his/her career choices.  <b>20</b>	The adult learner has pronounced difficulty presenting an examination of his/her career choices.  <b>10</b>	<u>    </u> /50

Assign a mark of 0 when the adult learner’s performance does not correspond to any of the statements in the rubric.



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