Evaluation Situation Revision Checklist – FGA (CCBE)

Date: _____   School Board: _____

Title of the Evaluation Situation: _____   Course: _____

OVERALL EVALUATION	Satisfactory	Revision Required	COMMENTS AND SUGGESTIONS
1. Compliance with Program of Study and the DED:			
a. Class of situations			
b. Categories of essential knowledge			
c. Evaluation criteria			
d. Information clarifying the evaluation criteria			
e. End-of-course outcomes			
f. Goal and orientations of the course			
g. Duration			
2. Administration Procedure:			
a. Appropriate real-life situation, related to adult learners' interests or preoccupations			
b. Problem, guiding question or expected production clearly defined			
c. Each section/task is related to the real-life situation			
d. Instructions are clearly stated and easy to follow			
e. Expectations for the tasks/productions are clearly stated and well defined			
f. Sufficient time allotted for each section/task			
3. Visual Aspect (layout, illustrations and graphics, sufficient space for the answers, etc.)			

	Easy	Average	Difficult	
4. Difficulty Level (tasks, texts, vocabulary, etc.)				

OVERALL EVALUATION	Satisfactory	Revision required	COMMENTS AND SUGGESTIONS
5. Quality of audio and/or video materials (content, sound, music, images, clarity, diversity, absence of discriminatory elements)			
6. Copyright			
a. Sources clearly indicated (texts, images, videos, maps, graphics, etc.)			
b. Rights obtained or verified (Copibec, Creative Commons, Public Domain, etc.)			
7. Materials conform with the DEDs (required, authorized, unauthorized, etc.)			
8. Presence of all required documents (Guide, Booklets, Correction Keys, etc.)			
Evaluation Tools	Satisfactory	Revision required	COMMENTS AND SUGGESTIONS
9. Quality and pertinence of evaluation tools:			
a. Practical and easy to use			
b. Information allows for a judgment to be made about the competency being evaluated			
c. Expectations for the tasks are translated into observable behaviors in the evaluation rubric			
d. Observable behaviours are directly related to evaluation criteria			
e. Clear differentiation between performance levels in evaluation rubrics			
f. Other evaluation tools (Correction Key, Observation Checklist, etc.) are related to the tasks and the expected answers			
g. Weighting of criteria respected			