

*Definition of the Domain
for Summative Evaluation*

Sociovocational Integration Services

SVI-P009-1 Sense of Accomplishment

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for Summative Evaluation**

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Formation professionnelle et technique
et formation continue

Direction de la formation générale
des adultes

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PROGRAM: Sociovocational Integration Services

SECTION 1.2.5: Work Habits

COURSE: SVI-P009-1 Sense of Accomplishment

1. INTRODUCTION

This definition of the domain for summative evaluation describes and classifies the essential and representative elements of the *Sociovocational Integration Services* program and, more specifically, of the course entitled *Sense of Accomplishment* (SVI-P009-1). It is based on the program's organization guide, but should by no means replace the guide itself. It takes into account the diversity of local organizations and the implementation of local projects, while ensuring that all summative evaluation instruments are consistent with the overall program. It is an essential tool for developing summative evaluations that are in line with instructional planning.

The definition of the domain for summative evaluation is used to prepare examinations that are valid from one version to another, from year to year, and from one school board to another, taking into account the division of responsibilities shared by the Ministère de l'Éducation, du Loisir et du Sport and the school boards.

2. PROGRAM ORIENTATIONS AND CONSEQUENCES FOR SUMMATIVE EVALUATION

Orientations

1. "Sociovocational integration involves every dimension of the students,"* including physical, intellectual, emotional, spiritual and social dimensions. Education must target the whole person, including personal, career and social experience and goals.
2. "Sociovocational integration enables students to learn to learn,"* i.e. to know their own personal way of learning, realize their intellectual potential, facilitate their personal and social development and vocational integration, interact with their environment and broaden their vision of the world.
3. "Sociovocational integration permits students to become familiar with and to make use of the social, political and economic environment,"* i.e. to promote and use the natural network of relationships and the environment.
4. "Sociovocational integration is an ongoing, permanent process"* in a job market in which people are constantly evolving.

Consequences

1. This definition of the domain for summative evaluation takes only cognitive skills into account; socioaffective skills are dealt with by means of formative evaluation.
2. The evaluation should verify the students' ability to use their critical judgment, generalize their learning, seek meaning in their experiences and learning, solve problems and integrate new information.
3. The evaluation should verify the students' familiarity with their environment at the end of the course and their ability to use the available resources.
4. Taking into account the local situation, the evaluation should verify the level of correspondence between, on the one hand, the students' ability to reproduce and transfer their learning without help and, on the other hand, their choice of vocational integration training suited to their preferences, their abilities and their continuing education and training needs.

* Québec, Ministère de l'Éducation, Direction de la formation générale des adultes, *Program: Sociovocational Integration Services* (Québec: Gouvernement du Québec, 2002), p. 1-3.

3. COURSE CONTENT

3.1 Theme

- **Sense of accomplishment in production work**
 - Observance of occupational health and safety rules
 - Observance of instructions
 - Observance of quality standards in effect
 - Corrections needed to better achieve the expected outcome

3.2 Skills

- **Understanding**

Identifying corrections needed to better achieve the expected outcome in production work
- **Applying**

Performing predefined tasks in production work in accordance with occupational health and safety rules, instructions and the quality standards in effect

4. TABLE OF DIMENSIONS

Theme	Sense of accomplishment in production work
Skills 	
100%	
Understanding 40%	<ul style="list-style-type: none"> - Corrections needed to better achieve the expected outcome (2)
40%	40%
Applying 60%	<ul style="list-style-type: none"> - Observance of occupational health and safety rules - Observance of instructions - Observance of quality standards in effect (1)
60%	60%

5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected behaviour for course SVI-P009-1 involves a theme and skills that can be weighted according to their complexity.

The theme and skills for summative evaluation have been selected from among those considered essential for achieving the expected behaviour of the course: **“perform a task, applying standards of quality.”** The theme and skills have been selected and weighted in accordance with the prescribed conditions for performance evaluation, general and specific performance criteria and second-level operational objectives.

Thus, the students come to **understand** and **apply** what they need to achieve a sense of accomplishment in production work.

Emphasis is placed on the students' ability to:

Content	Explanation of Content
<ul style="list-style-type: none"> - Identify corrections needed to better achieve the expected outcome in production work 	Because of: <ul style="list-style-type: none"> - the use of critical judgment - the potential for using resources in their environment
<ul style="list-style-type: none"> - Perform predefined tasks in production work in accordance with occupational health and safety rules, instructions and the quality standards in effect 	Because of: <ul style="list-style-type: none"> - the potential for generalizing learning - the potential for transferring learning

The theme and skills are weighted as follows:

Theme		Skills	
Sense of accomplishment in production work	100%	Understanding Applying	40% 60%

6. OBSERVABLE BEHAVIOURS

Weighting of items

↓

Numbers in the table of dimensions

↓

- 60% 1) On the basis of a simulation exercise that reproduces the working conditions of a job in production, perform predefined tasks in accordance with the following **specific performance criteria**:
- occupational health and safety rules (20%)
 - instructions (20%)
 - quality standards in effect (20%)
- 40% 2) On the basis of the tasks performed during the simulation exercise and on the basis of the previously mentioned performance criteria, identify:
- two corrections needed to better achieve the expected outcome (20% per correction)
- Criterion:**
- Appropriate corrections identified

7. DESCRIPTION OF THE EXAMINATION

7.1 Type of Examination

The examination required for the summative evaluation consists of two parts.

Part I is a practical examination focusing on Dimension 2, and requires an evaluation checklist. It is administered at a time and for a duration deemed appropriate by the school. Students must be notified in advance that their performance will be used for summative evaluation and be made aware of the evaluation criteria.

Part II is a written or oral examination focusing on Dimension 1, and must not exceed 30 minutes. It is administered at a time deemed appropriate by the school. Students are permitted to use course notes and other information.

It may be possible to develop more than one item per observable behaviour. In this case, the marks awarded can be divided among the items, provided that the relative weight of the observable behaviour is taken into account.

7.2 Partnership

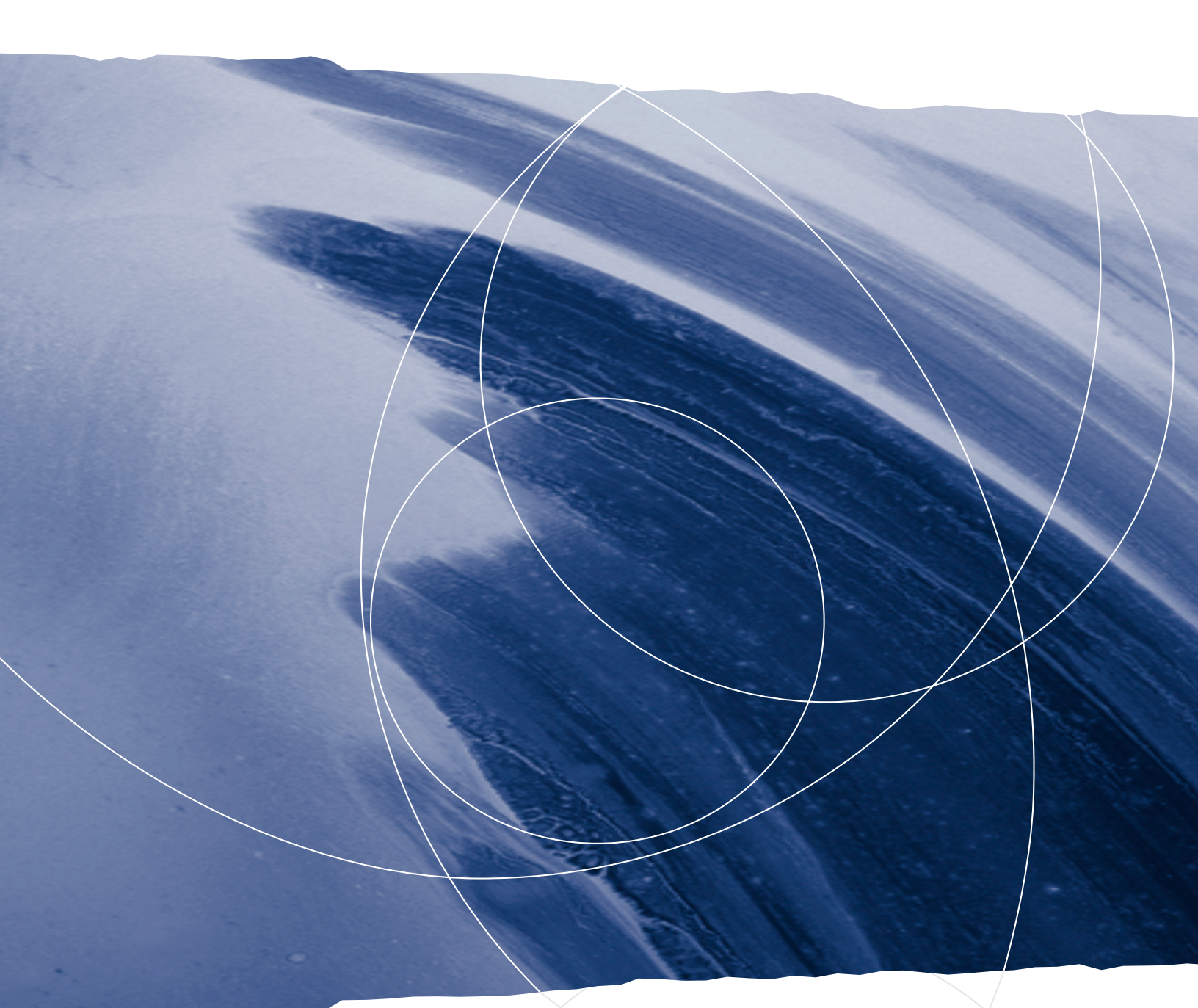
Partners inside or outside the school may participate in the summative evaluation process.

7.3 Type of Result

The result obtained may be expressed as a “pass” or “fail,” or as a mark. The pass mark is set at 60% for the entire examination. The results must be transmitted in accordance with the rules set out in the *Administrative Manual for the Certification of Studies in General Education for Adults and in Vocational Training*.

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