

*Definition of the Domain
for Summative Evaluation*

Sociovocational Integration Services

**SVI-P013-3 Practicum : Vocational Qualification III
(Unskilled)**

**Definition of the Domain
for Summative Evaluation**

Sociovocational Integration Services

**SVI-P013-3 Practicum : Vocational Qualification III
(Unskilled)**

Formation professionnelle et technique
et formation continue

Direction de la formation générale
des adultes

© Gouvernement du Québec
Ministère de l'Éducation, du Loisir et du Sport, 2005 – 05-00392

ISBN 2-550-44822-7 (version imprimée)
ISBN 2-550-44823-5 (PDF)

Legal deposit — Bibliothèque nationale du Québec, 2005

TABLE OF CONTENTS

1.	Introduction	1
2.	Program Orientations and Consequences for Summative Evaluation	2
3.	Course Content	3
3.1	Themes	3
3.2	Skills	3
4.	Table of Dimensions	4
5.	Explanation of the Content and Weighting	5
6.	Observable Behaviours	6
7.	Description of the Examination	7
7.1	Type of Examination.....	7
7.2	Partnership	7
7.3	Type of Result	7
8.	Bibliography	8

PROGRAM: Sociovocational Integration Services

SECTION 1.3.1: Qualification for Unskilled Occupations

COURSE: SVI-P013-3 Practicum: Vocational Qualification III (Unskilled)

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 *Practicum: Vocational Qualification III (Unskilled)* (SVI-P013-3). 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 Themes

- **Planning**
 - Instructions
 - Appropriate division into steps
 - Good organization of time available
- **Performance of tasks**
 - Occupational health and safety rules
 - Tools and equipment
 - Instructions, techniques and work methods
- **Work area**
 - Storage
- **Evaluation of their work**
 - Attitudes and habits
 - Quality of the finished product
 - Instructions on the quality of the work

3.2 Skills

- **Applying**

Performing tasks within the allotted time:

 - observance of health and safety rules
 - appropriate use of tools and equipment
 - observance of instructions, techniques and work methods

Tidying up the work area in an appropriate manner
- **Synthesizing**

Planning the work according to instructions, with appropriate division into steps and a good organization of the time available
- **Evaluating**

Critiquing their attitudes and habits with respect to the work
Ability to judge:

 - the quality of the finished product
 - their observance of instructions on the quality of the work

4. TABLE OF DIMENSIONS

Themes	Planning	Performance of tasks	Work area	Evaluation of their work
Skills	15%	55%	5%	25%
Applying 60%		<ul style="list-style-type: none"> - Occupational health and safety rules - Tools and equipment - Instructions, techniques and work methods 	<ul style="list-style-type: none"> - Storage 	
		(2) 55%	(3) 5%	
Synthesizing 15%	<ul style="list-style-type: none"> - Instructions - Appropriate division into steps - Good organization of time available 			
	(1) 15%			
Evaluating 25%				<ul style="list-style-type: none"> - Attitudes and habits - Quality of the finished product - Instructions on the quality of the work
				(4) 25%

5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected behaviour for course SVI-P013-3 involves themes and skills that can be weighted according to their complexity.

The themes and skills for summative evaluation have been selected from among those considered essential for achieving the expected behaviour of the course: **“carry out tasks in an unskilled occupation.”** These themes 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 **synthesize, apply** and **evaluate** what they need to carry out a series of tasks associated with an unskilled occupation.

Emphasis is placed on the students' ability to:

Content	Explanation of Content
<ul style="list-style-type: none"> - Plan the work according to instructions, with appropriate division into steps and a good organization of the time available 	Because of: <ul style="list-style-type: none"> - the potential for generalizing learning
<ul style="list-style-type: none"> - Perform tasks, observing health and safety rules, the appropriate use of tools and equipment, instructions, techniques and work methods, within the allotted time - Tidy up the work area in an appropriate manner 	Because of: <ul style="list-style-type: none"> - the potential for transferring learning - the contribution to the vocational integration process
<ul style="list-style-type: none"> - Critique their attitudes and habits with respect to the work - Judge the quality of the finished product and their observance of instructions on the quality of the work 	Because of: <ul style="list-style-type: none"> - the use of critical judgment

The themes and skills are weighted as follows:

Themes		Skills	
Planning	15%	Synthesizing	15%
Performance of tasks	55%	Applying	55%
Work area	5%	Applying	5%
Evaluation of their work	25%	Evaluating	25%

6. OBSERVABLE BEHAVIOURS

Weighting of items

↓

Numbers in the table of dimensions

↓

- | | | |
|-----|----|---|
| 15% | 1) | <p>On the basis of the selected unskilled occupation, plan the work:</p> <ul style="list-style-type: none"> – instructions (5%) – appropriate division into steps (5%) – good organization of time available (5%) <p>Criterion:</p> <ul style="list-style-type: none"> – Consistency of elements |
| 55% | 2) | <p>On the basis of the selected unskilled occupation, carry out the associated tasks within the allotted time, in accordance with the following specific performance criteria:</p> <ul style="list-style-type: none"> – observance of health and safety measures deemed essential to protect the worker and others in the workplace (15%) – appropriate use of the necessary tools and equipment (20%) – observance of instructions and the appropriate techniques and work methods (20%) |
| 5% | 3) | <p>On the basis of the selected unskilled occupation, tidy up the work area in an appropriate manner, in accordance with the following specific performance criterion:</p> <ul style="list-style-type: none"> – observance of rules of safety and cleanliness (5%) |
| 25% | 4) | <p>On the basis of the selected unskilled occupation, critique:</p> <ul style="list-style-type: none"> – two attitudes and/or habits with respect to the work (self-evaluation: 5%) <p>For one task associated with the selected unskilled occupation, judge:</p> <ul style="list-style-type: none"> – the quality of a finished product against two pre-established quality control criteria (5% per criterion) – the observance of two instructions on the quality of the work (5% per instruction) <p>Criterion:</p> <ul style="list-style-type: none"> – Coherent judgments made |

7. DESCRIPTION OF THE EXAMINATION

7.1 Type of Examination

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

Part I is a written or oral examination focusing on Dimension 1. It is administered during the first part of the course, at a time and for a duration deemed appropriate by the school. Students are permitted to refer to reference manuals and other information.

Part II is a practical examination focusing on Dimensions 2 and 3 and requires an evaluation checklist. It is administered at times 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 III is a self-evaluation focusing on the theme “attitudes and habits” in Dimension 4. It is administered at the end of the course. Students must be provided with a self-evaluation checklist and instructions on how to fill it out.

Part IV is a written or oral examination focusing on the themes “quality of the finished product” and “instructions on the quality of the work” in Dimension 4. It is administered at the end of the course, and must not exceed 30 minutes. Students must be provided with a checklist of quality control criteria and instructions on the quality of the work.

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

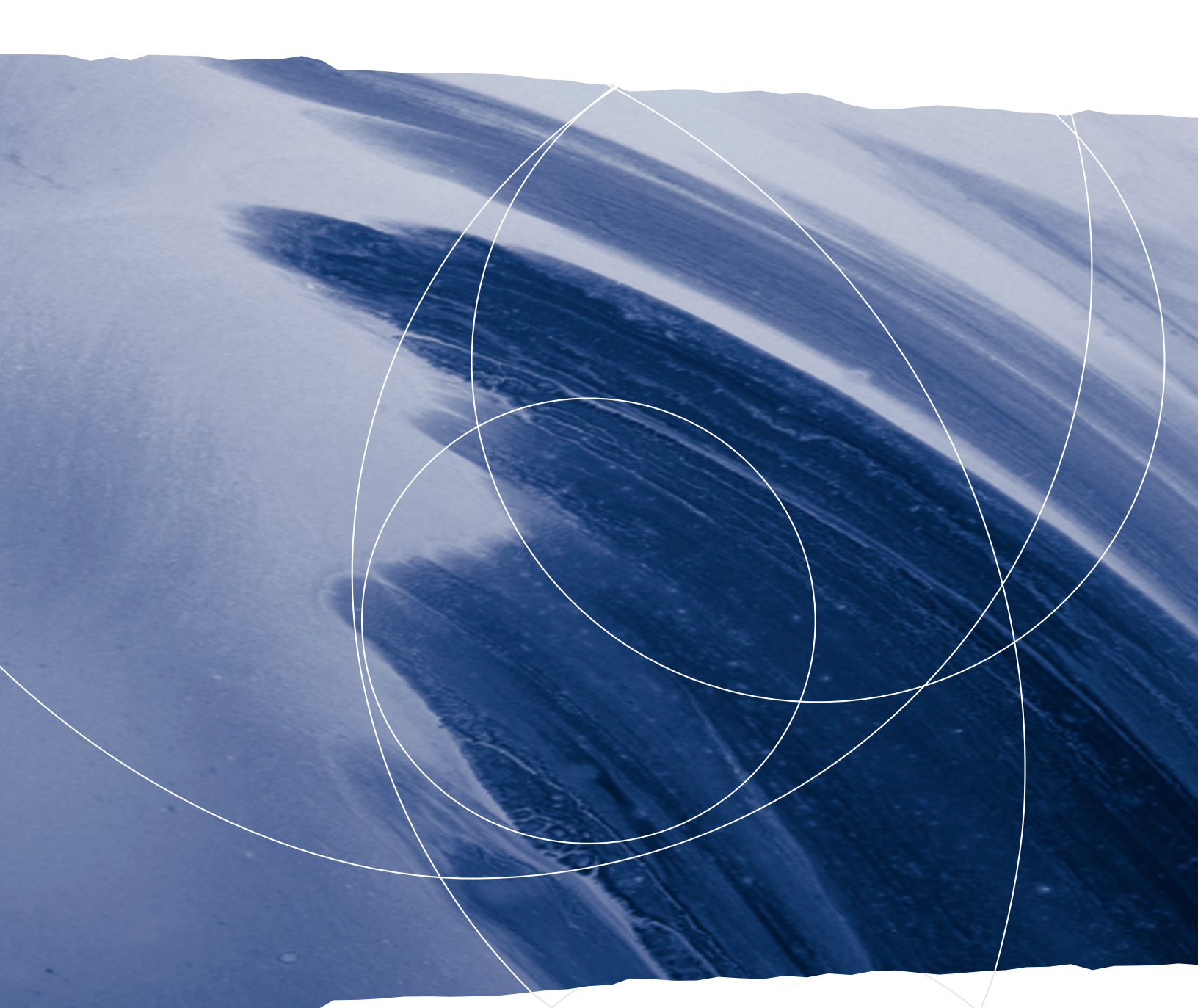
Partners inside or outside the school may participate in the summative evaluation process. It may be necessary to solicit the cooperation of the students’ employers for Parts II and III of the examination.

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*.

8. BIBLIOGRAPHY

- D'Hainault, L. *Des fins aux objectifs de l'éducation*. Brussels: Éditions Labor, 1988.
- De Landsheere, V., and G. De Landsheere. *Définir les objectifs de l'éducation*. Paris: P.U.F., 1976.
- Lavallée, M. *Taxonomie des objectifs pédagogiques*. Vol. 1. Montréal: Éducation Nouvelle, 1969.
- Lavallée, M. *Taxonomie des objectifs pédagogiques*. Vol. 2. Montréal: Éducation Nouvelle, 1969.
- Legendre, R. *Dictionnaire actuel de l'éducation*. Montréal: Guérin, 1993.
- Morissette, D., and M. Gingras. *Enseigner des attitudes, planifier, intervenir, évaluer*. Québec: Les Presses de l'Université Laval, 1989, p. 86, 88, 91, 122, 155, 156, 165 and 166.
- Québec. Ministère de l'Éducation. *Guide: Design and Development of Measurement Instruments in General Education*. Québec: Gouvernement du Québec, 1993.
- Québec. Ministère de l'Éducation, Direction de la formation générale des adultes. *Program: Sociovocational Integration Services*. Québec: Gouvernement du Québec, 2002.
- Québec. Ministère de l'Éducation, Direction générale de l'éducation des adultes. *Administrative Manual for the Certification of Studies in General Education for Adults and in Vocational Training*. Québec: Gouvernement du Québec, 2004.
- Québec. Ministère de l'Éducation, Direction générale de l'éducation des adultes. *Guide d'élaboration des instruments d'évaluation sommative à l'éducation des adultes*. 2nd ed. Québec: Gouvernement du Québec, 1988.



Éducation,
Loisir et Sport

Québec



41-8013-DDE-A