

*Definition of the Domain
for Summative Evaluation*

Sociovocational Integration Services

SVI-1002-3 Practicum : Exploring the Environment

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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 1.1.1: Social, Political and Economic Environment (Theoretical)

COURSE: SVI-1002-3 Practicum: Exploring the Environment

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: Exploring the Environment* (SVI-1002-3). 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

- **Familiarization with the environment**
– Specific aspects associated with the different work environments
- **Perception of the environment**
– Changes in their perceptions of different work environments before and after the practicum
- **Influence of the exploration process**
– Interest in certain work environments

3.2 Skills

- **Knowing**

Identifying specific aspects associated with the different work environments
- **Understanding**

Identifying changes in their perceptions of different work environments before and after the practicum

Determining their interest in certain work environments, and giving reasons for their choices

4. TABLE OF DIMENSIONS

Themes	Familiarization with the environment	Perception of the environment	Influence of the exploration process
Skills	40%	30%	30%
Knowing 40%	- Specific aspects associated with the different work environments (1) 40%		
Understanding 60%		- Changes in their perceptions of different work environments before and after the practicum (2) 30%	- Interest in certain work environments (3) 30%

5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected outcome for course SVI-1002-3 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 outcome of the course: “**choose from among the trades and occupations they have explored.**” These themes and skills have been selected and weighted in accordance with the prescribed specifications and participation criteria.

Thus, the students come to **know** the environment and **understand** their perception of it and the influence of the exploration process.

Emphasis is placed on the students’ ability to:

Content	Explanation of Content
- Identify specific aspects associated with the different work environments	Because of: <ul style="list-style-type: none"> - the potential for generalizing learning - the potential for integrating new information
- Identify changes in their perceptions of different work environments before and after the practicum	Because of: <ul style="list-style-type: none"> - the use of critical judgment
- Determine their interest in certain work environments, and give reasons for their choices	Because of: <ul style="list-style-type: none"> - the potential for seeking meaning in their experiences and learning - the potential for transferring learning - the contribution to the vocational integration process

The themes and skills are weighted as follows:

Themes		Skills	
Familiarization with the environment	40%	Knowing	40%
Perception of the environment	30%	Understanding	30%
Influence of the exploration process	30%	Understanding	30%

6. OBSERVABLE BEHAVIOURS

Weighting of items

↓

Numbers in the table of dimensions

↓

- 40% 1) On the basis of the different work environments visited and on the basis of the different work contexts observed during the course, identify:
- two knowledge requirements associated with one of the work environments visited (5% per requirement)
 - two job prospects associated with one of the work environments visited (5% per prospect)
 - two hiring criteria associated with one of the work environments visited (10% per criterion)

Criterion:

- Appropriate elements identified

- 30% 2) On the basis of the information gathered during visits to different work environments, identify:
- one change in their perception regarding the organization of work in one of the work environments before and after the practicum (10%)
 - one change in their perception regarding working conditions in one of the work environments before and after the practicum (10%)
 - one change in their perception regarding the requirements of a trade or occupation in one of the work environments before and after the practicum (10%)

Criterion:

- Appropriate changes identified

- 30% 3) Following the exploration activities carried out during the course, identify:
- one element related to the organization of work that sparked their interest in one of the work environments (5%)
 - one element related to working conditions that sparked their interest in one of the work environments (5%)
 - one element related to the requirements of a trade or occupation in one of the work environments that sparked their interest (5%)

For each of the elements identified, give a reason for their choice (5% per reason).

Criteria:

- Appropriate elements identified
- Coherent reasons given

7. DESCRIPTION OF THE EXAMINATION

7.1 Type of Examination

The examination required for the summative evaluation can be written or oral, and consists of three parts.

Part I of the examination focuses on Dimension 1, and must not exceed 30 minutes. It is administered at a time deemed appropriate by the school. Students are permitted to refer to course notes and other information.

Part II of the examination focuses on Dimension 2, and must not exceed 30 minutes. It is administered at the end of the course. Students are permitted to refer to course notes and other information.

Part III of the examination focuses on Dimension 3, and must not exceed 30 minutes. It is administered at the end of the course. Students are permitted to refer to 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

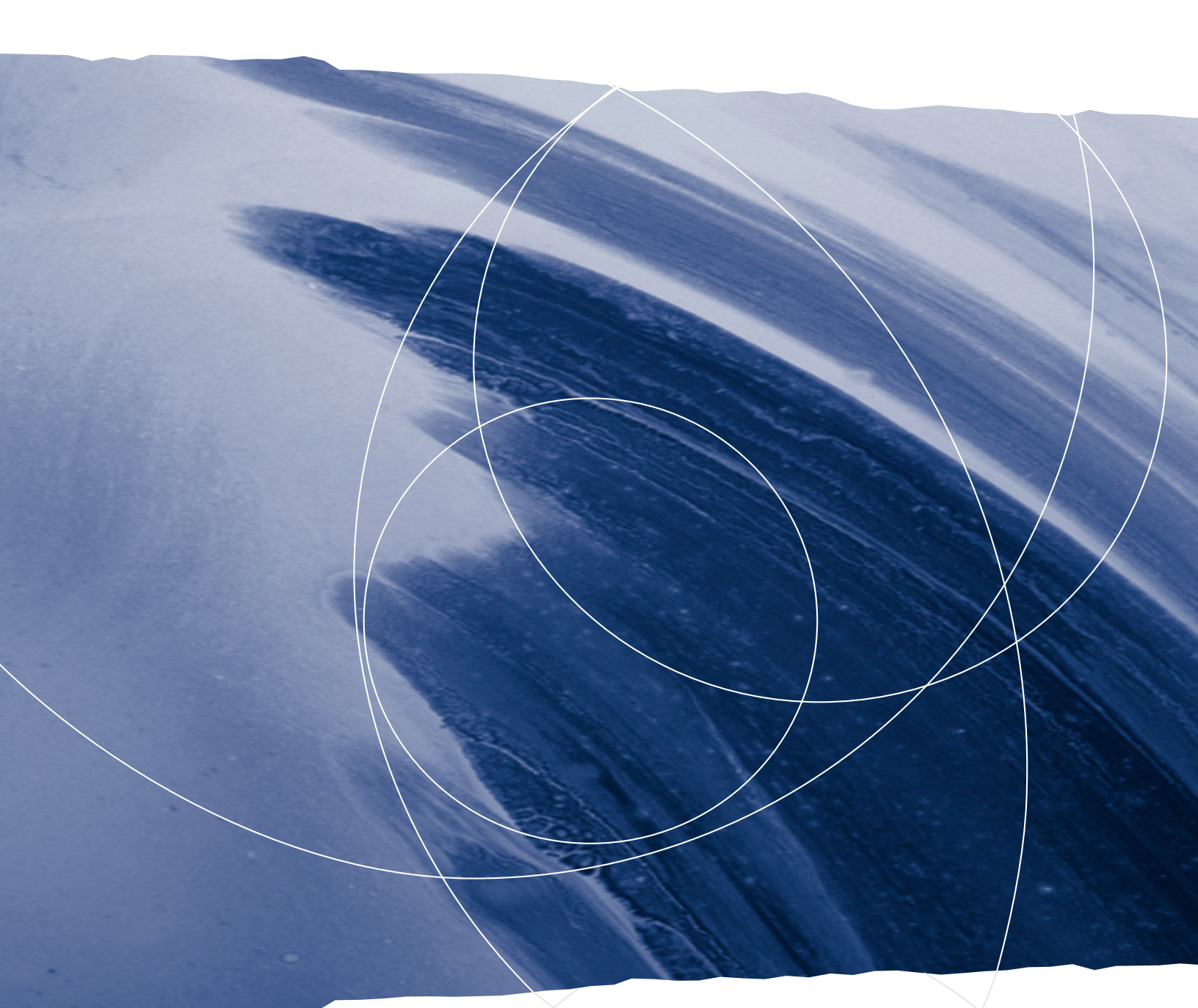
Partners inside or outside the school may participate in the summative evaluation process.

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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