

*Definition of the Domain
for Summative Evaluation*

Sociovocational Integration Services

SVI-1012-2 Professional Resources at Work

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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 1.1.5: Social, Political and Economic Environment (Practical)

COURSE: SVI-1012-2 Professional Resources at Work

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 *Professional Resources at Work* (SVI-1012-2). 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

- **Professional resources at work**
 - Employee assistance services in the workplace
 - Means of obtaining information about these services
 - Specific roles of the various employee assistance resources in the workplace
- **Use of professional resources at work**
 - Appropriate resource for a particular problem
 - Advantages of using this resource

3.2 Skills

- **Knowing**

Identifying employee assistance services in the workplace, means of obtaining information about these services and the specific roles of the various employee assistance resources in the workplace
- **Understanding**

Identifying an appropriate resource for a particular problem and the advantages of using this resource, and giving reasons for their choice

4. TABLE OF DIMENSIONS

Themes	Professional resources at work	Use of professional resources at work
<p>Skills</p>	<p style="text-align: right;">48%</p>	<p style="text-align: right;">52%</p>
<p>Knowing</p> <p style="text-align: center;">48%</p>	<ul style="list-style-type: none"> - Employee assistance services in the workplace - Means of obtaining information about these services - Specific roles of the various employee assistance resources in the workplace <p>(1) 48%</p>	
<p>Understanding</p> <p style="text-align: center;">52%</p>		<ul style="list-style-type: none"> - Appropriate resource for a particular problem - Advantages of using this resource <p>(2) 52%</p>

5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected outcome for course SVI-1012-2 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: **“consult employee assistance services in their workplace.”** 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 professional resources available in the workplace and to **understand** how to use them.

Emphasis is placed on the students’ ability to:

Content	Explanation of Content
<ul style="list-style-type: none"> - Identify employee assistance services in the workplace, means of obtaining information about these services and the specific roles of the various employee assistance resources in the workplace 	Because of: <ul style="list-style-type: none"> - the potential for integrating new information - the potential for generalizing learning
<ul style="list-style-type: none"> - Identify an appropriate resource for a particular problem and the advantages of using this resource, and give reasons for their choice 	Because of: <ul style="list-style-type: none"> - the potential for using resources in their environment

The themes and skills are weighted as follows:

Themes	48%	Skills	48%
Professional resources at work	48%	Knowing	48%
Use of professional resources at work	52%	Understanding	52%

6. OBSERVABLE BEHAVIOURS

Weighting of items

↓

Numbers in the table of dimensions

↓

- 48% 1) On the basis of information gathered during the course, identify:
– three employee assistance services in the workplace (4% per resource)
- For each of the employee assistance services identified, provide:
– one means of obtaining information about it (6% per means)
– the specific role of this resource in the workplace (6% per role)
- Criteria:**
– Appropriate employee assistance services identified
– Appropriate means of obtaining information provided
– Coherent explanation of the specific role of each of the resources identified
- 52% 2) On the basis of a hypothetical situation involving a problem in the workplace:
– identify the most appropriate resource (12%)
– give two reasons for their answer (10% per reason)
– identify two advantages for the employee of using this resource (10% per advantage)
- Criteria:**
– Appropriate resource identified
– Coherent reasons given
– Coherent explanation of advantages

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 two parts.

Part I of the examination focuses on Dimension 1, and must not exceed 30 minutes. It is administered at the end of the course. Students are permitted to use 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 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

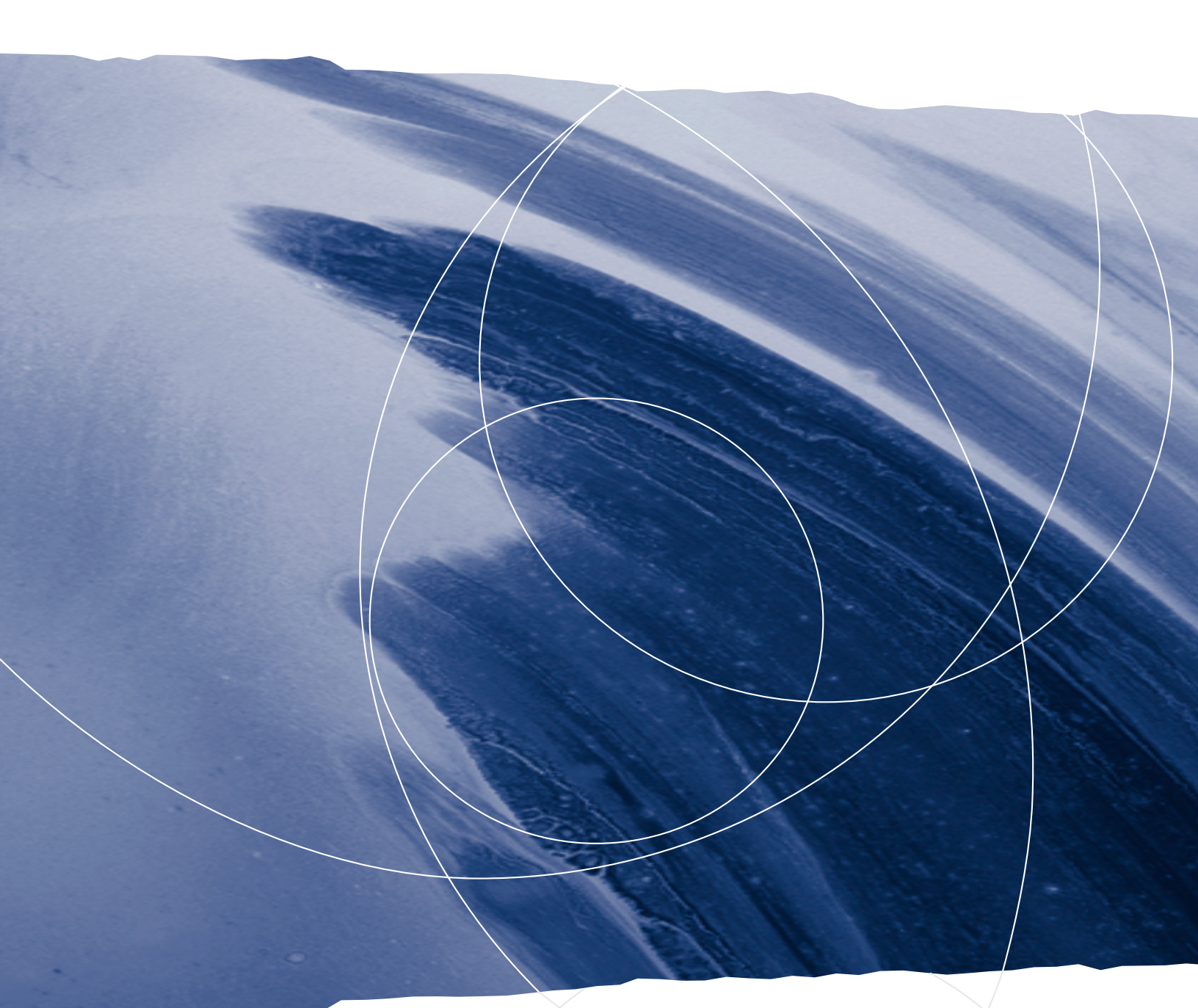
Partners inside or outside the school may participate in the summative evaluation process.

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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