

*Definition of the Domain
for Summative Evaluation*

Sociovocational Integration Services

SVI-1015-1 Independence and Initiative

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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 1.2.1: Personal Development

COURSE: SVI-1015-1 Independence and Initiative

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 *Independence and Initiative* (SVI-1015-1). 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

- **Development of autonomy and initiative**
 - Strengths and priorities for improvement in their ways of reacting in work situations requiring autonomy and initiative
 - Ways to develop their autonomy and initiative in the context of their work

3.2 Skill

- **Understanding**

Identifying their strengths and priorities for improvement in their ways of reacting in work situations requiring autonomy and initiative, and explaining their answer

Identifying ways to develop their autonomy and initiative in the context of their work, and giving the reasons for their choices

4. TABLE OF DIMENSIONS

Skill	Theme Development of autonomy and initiative 100%
Understanding 100%	<ul style="list-style-type: none">- Strengths and priorities for improvement in their ways of reacting in work situations requiring autonomy and initiative- Ways to develop their autonomy and initiative in the context of their work (1) 100%

5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected outcome for course SVI-1015-1 involves a theme and skill that can be weighted according to their complexity.

The theme and skill for summative evaluation have been selected from among those considered essential for achieving the expected outcome of the course: **“take stock of their capacity to act autonomously and to take initiative within the limits of the work they are responsible for.”** This theme and skill have been selected and weighted in accordance with the prescribed specifications and participation criteria.

Thus, the students come to **understand** the development of autonomy and initiative.

Emphasis is placed on the students’ ability to:

Content	Explanation of Content
<ul style="list-style-type: none"> - Identify their strengths and priorities for improvement in their ways of reacting in work situations requiring autonomy and initiative, and explain their answer 	Because of: <ul style="list-style-type: none"> - the use of critical judgment - the contribution to the process of vocational integration
<ul style="list-style-type: none"> - Identify ways to develop their autonomy and initiative in the context of their work, and give the reasons for their choices 	Because of: <ul style="list-style-type: none"> - the potential for generalizing learning - the potential for transferring learning - the contribution to the process of vocational integration

The theme and skill are weighted as follows:

Theme			Skill	
Development of autonomy and initiative	100%		Understanding	100%

6. OBSERVABLE BEHAVIOURS

Weighting of items

↓

Numbers in the table of dimensions

↓

1)

60%

On the basis of the different activities carried out during the course or on the basis of their experience at work, identify:

- one strength in terms of acting autonomously in work situations (10%)
- one priority for improvement in terms of acting autonomously in work situations (10%)
- one strength in terms of showing initiative in work situations (10%)
- one priority for improvement in terms of showing initiative in work situations (10%)

For each of the four elements identified, explain their answer (5% per explanation).

Criteria:

- Appropriate strengths and priorities for improvement identified
- Coherent explanations given

40%

On the basis of the priorities for improvement listed during the course, identify:

- one way to develop their autonomy and one way to develop their initiative in the context of their work (10% per way)

For each of the ways identified, give a reason for their choice (10% per reason).

Criteria:

- Appropriate ways 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 two parts.

Part I of the examination focuses on “strengths and priorities for improvement in their ways of reacting in work situations requiring autonomy and initiative,” 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.

Part II of the examination focuses on “ways to develop their autonomy and initiative in the context of their work,” and must not exceed 30 minutes. It is administered at the end of the course. Students are permitted to use course notes, the priorities for improvement listed during the course 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

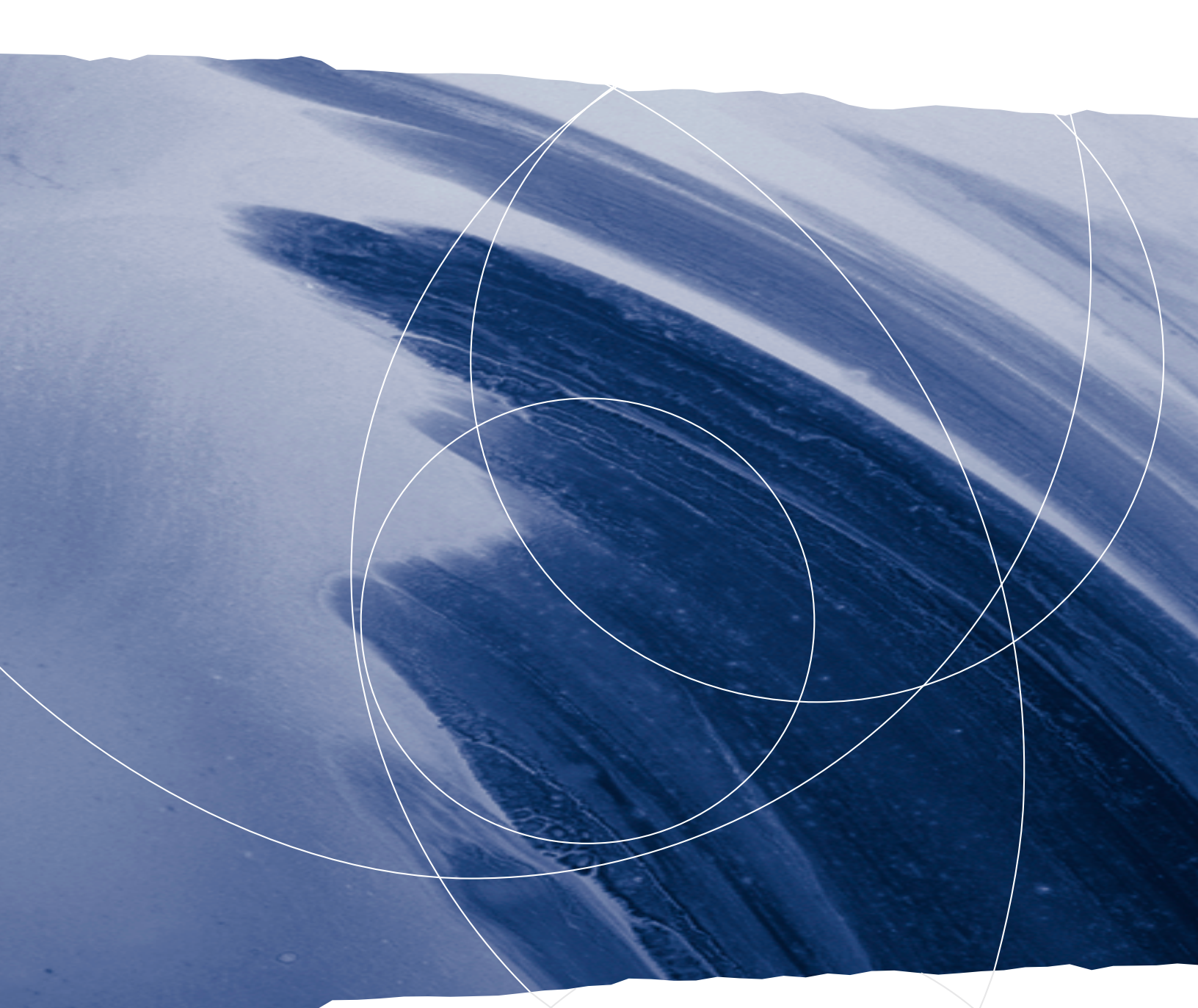
Partners inside or outside the school may participate in the summative evaluation process.

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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