

*Definition of the Domain  
for Summative Evaluation*

# Sociovocational Integration Services

**SVI-1027-1 Strategic Orientation**

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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 1.2.6:** Vocational and Professional Development

**COURSE:** SVI-1027-1 Strategic Orientation

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## 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 *Strategic Orientation* (SVI-1027-1). 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.

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\* 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

- **Various career paths**
  - Sector of activity and occupation chosen
  - General and specific competencies
  - Personal factors
- **Continual updating of employment orientation**
  - Advantages

#### 3.2 Skills

- **Synthesizing**

Planning different career paths, taking into account the sector of activity and occupation chosen, the general and specific competencies involved, and personal factors
- **Evaluating**

Considering the advantages of keeping their employment orientation up to date, and giving reasons for their answer

**4. TABLE OF DIMENSIONS**

<p style="text-align: center;"><b>Themes</b></p>	<p style="text-align: center;"><b>Various career paths</b></p>	<p style="text-align: center;"><b>Continual updating of employment orientation</b></p>
<p style="text-align: center;"><b>Skills</b></p>	<p style="text-align: right;">60%</p>	<p style="text-align: right;">40%</p>
<p style="text-align: center;"><b>Synthesizing</b> 60%</p>	<ul style="list-style-type: none"> <li>- Sector of activity and occupation chosen</li> <li>- General and specific competencies</li> <li>- Personal factors</li> </ul> <p>(1) <span style="float: right;">60%</span></p>	
<p style="text-align: center;"><b>Evaluating</b> 40%</p>		<ul style="list-style-type: none"> <li>- Advantages</li> </ul> <p>(2) <span style="float: right;">40%</span></p>



## 5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected outcome for course SVI-1027-1 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: “**define their strategic employment orientation.**” These themes and skills have been selected and weighted in accordance with the prescribed specifications, participation criteria and second-level operational objectives.

Thus, the students come to **synthesize** the various career paths and **evaluate** the continual updating of their employment orientation.

Emphasis is placed on the students' ability to:

Content	Explanation of Content
<ul style="list-style-type: none"> <li>- Plan different career paths, taking into account the sector of activity and occupation chosen, the general and specific competencies involved, and personal factors</li> </ul>	Because of: <ul style="list-style-type: none"> <li>- the potential for seeking meaning in their learning</li> <li>- the potential for transferring learning</li> <li>- the contribution to the process of vocational integration</li> </ul>
<ul style="list-style-type: none"> <li>- Consider the advantages of keeping their employment orientation up to date, and give reasons for their answer</li> </ul>	Because of: <ul style="list-style-type: none"> <li>- the use of critical judgment</li> </ul>

The themes and skills are weighted as follows:

<b>Themes</b>	60%	<b>Skills</b>	60%
Various career paths	60%	Synthesizing	60%
Continual updating of their employment orientation	40%	Evaluating	40%

## 6. OBSERVABLE BEHAVIOURS

Weighting of items

↓

Numbers in the table of dimensions

↓

- 60% 1) On the basis of the different activities carried out during the course, plan:
- three possible career paths, taking into account the sector of activity and occupation chosen, the general and specific competencies involved, and personal factors (20% per career path)
- Criteria:**
- Appropriate career paths planned, taking into account the sector of activity and occupation chosen
  - Career paths consistent with the general and specific competencies involved, and personal factors
- 40% 2) On the basis of the different meetings with people who have taken paths suited to various circumstances in their occupational life, consider:
- two advantages of keeping their employment orientation up to date (10% per advantage)
- For each of the advantages considered, give two reasons for their answer (5% per reason).
- Criteria:**
- Appropriate advantages considered
  - 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 Dimension 1, and involves the presentation of three career paths. The amount of time the students have to prepare their presentation is to be determined by the school. The presentation takes place at the end of the course. Students must be notified in advance that their presentation will be used for summative evaluation and be made aware of the evaluation criteria.

**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

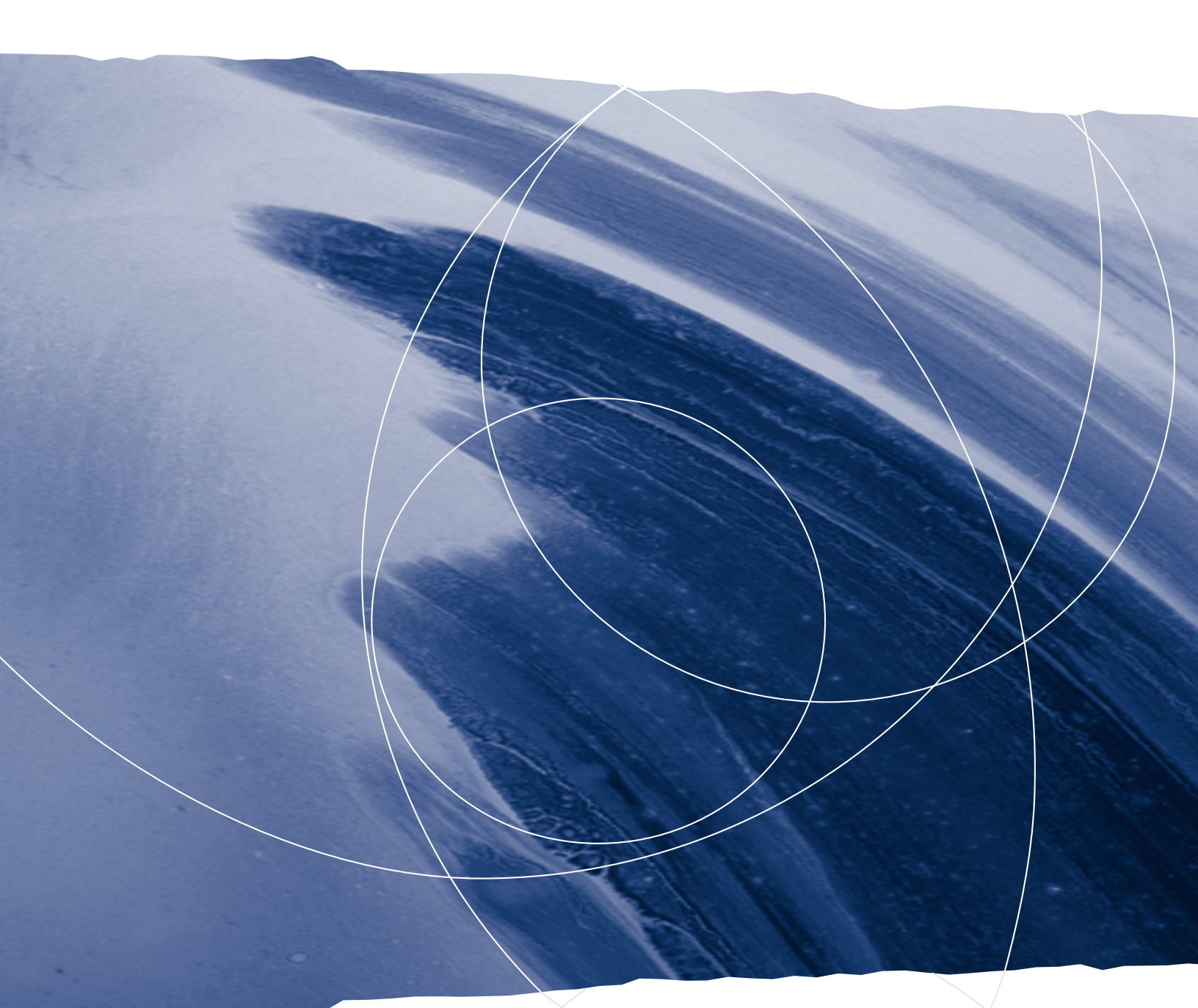
Partners inside or outside the school may participate in the summative evaluation process.

### 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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