

*Definition of the Domain
for Summative Evaluation*

Sociovocational Integration Services

SVI-1030-4 Meeting the Job Challenge

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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 2.1.1: Job Placement Support

COURSE: SVI-1030-4 Meeting the Job Challenge

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 *Meeting the Job Challenge* (SVI-1030-4). 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

- **Personal job-search tools**
 - Personal evaluation
 - Résumé
 - Business card
 - Covering letter
 - Job-search kit
- **Job-search techniques**
 - Telephone contact
 - Information interview
 - Job interview

3.2 Skill

- **Applying**

Organizing their personal job-search tools in accordance with the specific performance criteria established during the course

Applying job-search techniques in accordance with the specific performance criteria established during the course

5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected behaviour for course SVI-1030-4 involves themes and a skill that can be weighted according to their complexity.

The themes and skill for summative evaluation have been selected from among those considered essential for achieving the expected behaviour of the course: **“update their job-search tools.”** The themes and skill have been selected and weighted in accordance with the prescribed evaluation criteria, general and specific performance criteria and second-level operational objectives.

Thus, the students come to **apply** job-search tools and techniques.

Emphasis is placed on the students’ ability to:

Content	Explanation of Content
<ul style="list-style-type: none"> - Organize their personal job-search tools in accordance with the specific performance criteria established during the course 	Because of: <ul style="list-style-type: none"> - the potential for transferring learning
<ul style="list-style-type: none"> - Apply job-search techniques in accordance with the specific performance criteria established during the course 	Because of: <ul style="list-style-type: none"> - the contribution to the process of vocational integration

The themes and skill are weighted as follows:

Themes	50%	Skill	50%
Personal job-search tools	50%	Applying	50%
Job-search techniques	50%	Applying	50%

6. OBSERVABLE BEHAVIOURS

Weighting of items



Numbers in the table of dimensions



- 50% 1) On the basis of job offers for which the students wish to apply, organize their personal job-search tools:
- personal evaluation (10%)
 - résumé (15%)
 - business card (5%)
 - covering letter (15%)
 - job-search kit (5%), in accordance with the specific performance criteria established during the course
- Criteria:**
- Inclusion of all relevant information, clarity and precision (personal evaluation)
 - Inclusion of all relevant information, conciseness and good self-presentation in terms of the job sought (résumé)
 - Level of language and vocabulary consistent with personality and career choice (business card)
 - Quality of presentation, conciseness, use of correct grammar and syntax, and pertinence of the experience and activities listed (covering letter)
 - Inclusion of all documents (job-search kit)
- 50% 2) On the basis of job offers for which the students wish to apply, apply job-search techniques in accordance with the specific performance criteria established during the course:
- telephone contact (10%)
 - information interview (15%)
 - job interview (25%)
- Criteria:**
- Proper presentation and quick identification of person to contact (telephone contact)
 - Pertinence of information gathered and accurate interpretation of information on job possibilities (information interview)
 - Appropriate answers, quality of self-marketing and appropriate nonverbal behaviour (job interview)

7. DESCRIPTION OF THE EXAMINATION

7.1 Type of Examination

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

Part I is a written examination focusing on Dimension 1. The students are required to submit updated personal job-search tools for a job for which they wish to apply. The amount of time the students will have to prepare their job-search tools and the time at which they are to be submitted are to be determined by the school. Students must be notified in advance that their updated personal job-search tools will be used for summative evaluation and be made aware of the evaluation criteria.

Part II is a practical examination focusing on Dimension 2. It is administered at various times deemed appropriate by the school and involves an evaluation checklist. The time allotted to the evaluation of Dimension 2 is also determined by the school. Students must be notified in advance that their application of job-search techniques will be used for summative evaluation and be made aware of the evaluation criteria.

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

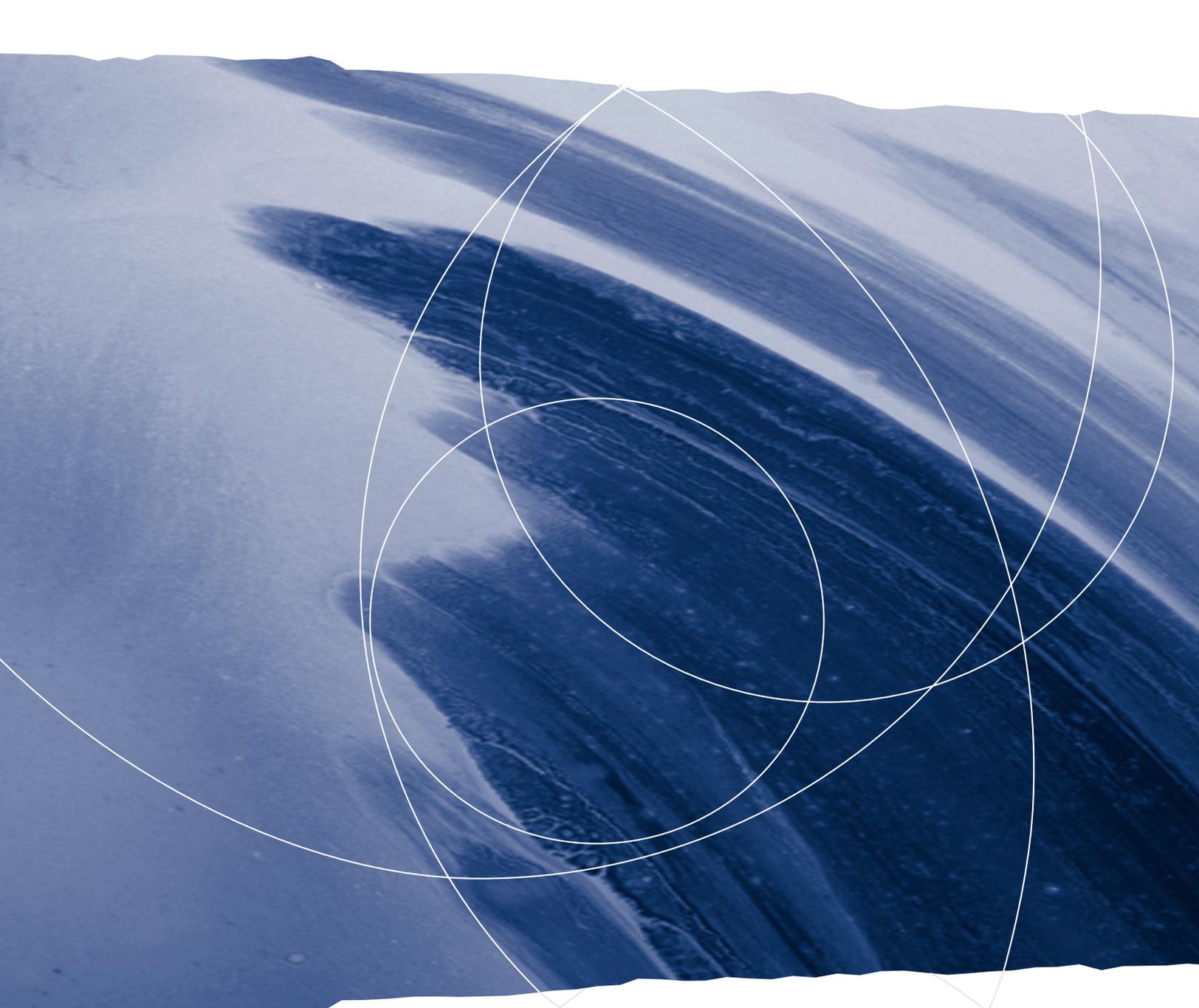
Partners inside or outside the school may participate in the summative evaluation process. It will be necessary to solicit the cooperation of the employers to which the students apply for Part II of the examination.

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*.

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