

*Definition of the Domain  
for Summative Evaluation*

# Sociovocational Integration Services

**SVI-1041-1 Rights at Work**

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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-1041-1 Rights at Work

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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 *Rights at Work* (SVI-1041-1). 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

- **Rights and responsibilities in the workplace**
  - Problems in the workplace
  - Organizations that shape the world of work
  - Ways of making use of these organizations
  - Roles and mandates of these organizations
- **Financial planning and management**
  - Improvements

#### 3.2 Skill

- **Understanding**

Identifying the nature of a problem in the workplace, the organizations that might prove useful and ways of making use of them, and the main roles and mandates of an organization with respect to the problem in question

Identifying ways of improving their financial planning and management

**4. TABLE OF DIMENSIONS**

<p style="text-align: center;"><b>Themes</b></p> <p><b>Skill</b></p>	<p style="text-align: center;"><b>Rights and responsibilities in the workplace</b></p> <p style="text-align: right;">80%</p>	<p style="text-align: center;"><b>Financial planning and management</b></p> <p style="text-align: right;">20%</p>
<p style="text-align: center;"><b>Understanding</b></p> <p style="text-align: center;">100%</p>	<ul style="list-style-type: none"> <li>- Problems in the workplace</li> <li>- Organizations that shape the world of work</li> <li>- Ways of making use of these organizations</li> <li>- Roles and mandates of these organizations</li> </ul> <p>(1) <span style="float: right;">80%</span></p>	<ul style="list-style-type: none"> <li>- Improvements</li> </ul> <p>(2) <span style="float: right;">20%</span></p>



## 5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected outcome for course SVI-1041-1 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 outcome of the course: “**know the rights and responsibilities of workers in their workplace.**” The themes and skill have been selected and weighted in accordance with the prescribed specifications and participation criteria.

Thus, the students come to **understand** rights and responsibilities in the workplace and financial planning and management.

Emphasis is placed on the students’ ability to:

Content	Explanation of Content
<ul style="list-style-type: none"> <li>- Identify the nature of a problem in the workplace, the organizations that might prove useful and ways of making use of them, and the main roles and mandates of an organization with respect to the problem in question</li> </ul>	Because of: <ul style="list-style-type: none"> <li>- the potential for using resources in their environment</li> </ul>
<ul style="list-style-type: none"> <li>- Identify ways of improving their financial planning and management</li> </ul>	Because of: <ul style="list-style-type: none"> <li>- the potential for generalizing learning</li> <li>- the potential for transferring learning</li> </ul>

The themes and skill are weighted as follows:

<b>Themes</b>	80%	<b>Skill</b>	80%
Rights and responsibilities in the workplace	80%	Understanding	80%
Financial planning and management	20%	Understanding	20%

## 6. OBSERVABLE BEHAVIOURS

Weighting of items

↓

Numbers in the table of dimensions

↓

- 80% 1) On the basis of a hypothetical case of discrimination or injustice in the workplace, identify:
- the nature of the problem (10%)
  - two organizations that shape the world of work that could prove useful (10% per organization)
  - one way of making use of each of the organizations identified (10% per way)
- For each of the organizations identified, identify their main roles and mandates with respect to the problem in question (15% per association of the roles and mandates of the organization with the problem in question).
- Criteria:**
- Appropriate problem, organizations and ways identified
  - Coherent associations
- 20% 2) On the basis of the information gathered and discussions held during the course, identify:
- two ways of improving their financial planning and management (10% per way)
- Criterion:**
- Appropriate ways identified

## 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 20 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 15 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

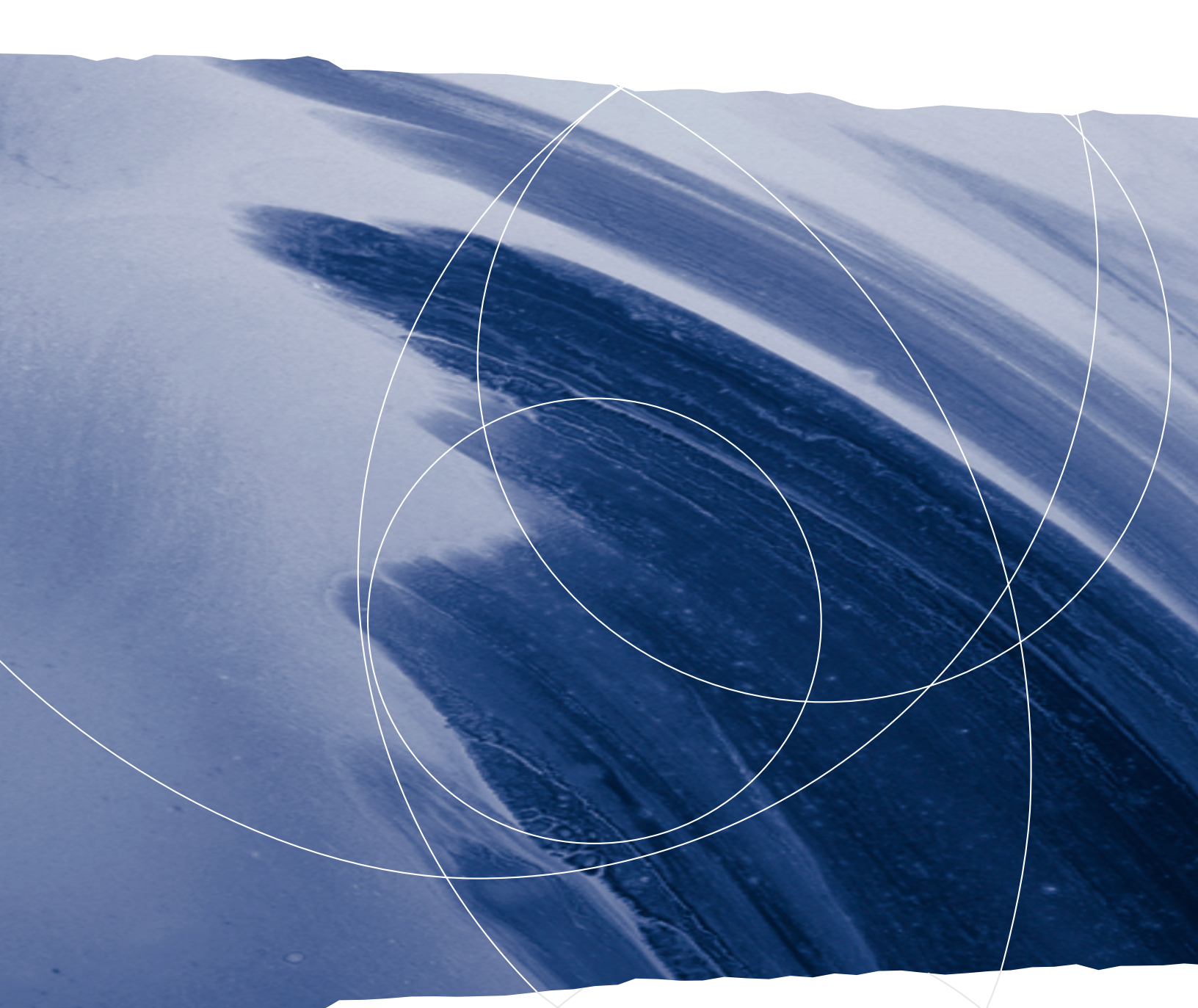
Partners inside or outside the school may participate in the summative evaluation process.

### 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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