

*Definition of the Domain  
for Summative Evaluation*

# Sociovocational Integration Services

**SVI-1044-1 Problem-Solving Strategies**

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for Summative Evaluation**

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## SVI-1044-1 Problem-Solving Strategies

Formation professionnelle et technique  
et formation continue

Direction de la formation générale  
des adultes

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**PROGRAM:** Sociovocational Integration Services

**SECTION 1.2.4:** Cognitive Development

**COURSE:** SVI-1044-1 Problem-Solving Strategies

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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 *Problem-Solving Strategies* (SVI-1044-1). 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 Theme

- **Use of problem-solving strategies**
  - Steps in the problem-solving strategy chosen
  - Advantages of applying a problem-solving strategy
  - Strengths and weaknesses in problem solving
  - Ways of using problem-solving strategies at work

#### 3.2 Skill

- **Understanding**

Identifying a problem-solving strategy and the steps involved, as well as the advantages of applying it

Identifying their strengths and weaknesses in problem solving

Identifying ways of using problem-solving strategies at work, and giving reasons for their choices

**4. TABLE OF DIMENSIONS**

<b>Theme</b>  <b>Skill</b>	<b>Use of problem-solving strategies</b>
<b>Understanding</b>  100%	- Steps in the problem-solving strategy chosen - Advantages of applying a problem-solving strategy - Strengths and weaknesses in problem solving - Ways of using problem-solving strategies at work  100%



## 5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected outcome for course SVI-1044-1 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: **“use problem-solving strategies.”** This theme and skill have been selected and weighted in accordance with the prescribed specifications, participation criteria and second-level operational objectives.

Thus, the students come to **understand** the use of problem-solving strategies.

Emphasis is placed on the students’ ability to:

Content	Explanation of Content
<ul style="list-style-type: none"> <li>- Identify a problem-solving strategy and the steps involved, as well as the advantages of applying it</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>
<ul style="list-style-type: none"> <li>- Identify their strengths and weaknesses in problem solving</li> </ul>	Because of: <ul style="list-style-type: none"> <li>- the use of critical judgment</li> </ul>
<ul style="list-style-type: none"> <li>- Identify ways of using problem-solving strategies at work, and give reasons for their choices</li> </ul>	Because of: <ul style="list-style-type: none"> <li>- the potential for seeking meaning</li> <li>- the potential for transferring learning</li> <li>- the contribution to the process of vocational integration</li> </ul>

The theme and skill are weighted as follows:

<b>Theme</b>	100%	<b>Skill</b>	100%
Use of problem-solving strategies		Understanding	

## 6. OBSERVABLE BEHAVIOURS

Weighting of items

↓

Numbers in the table of dimensions

↓

1)

- 40%      On the basis of a hypothetical situation describing a difficult situation or a conflict in a work context, identify:
- one strategy for solving the problem, and the steps involved (20%)
  - two advantages of applying this problem-solving strategy (10% per advantage)
- Criteria:**
- Appropriate problem-solving strategy identified and inclusion of all the steps involved
  - Appropriate advantages identified
- 20%      On the basis of the activities carried out during the course, identify:
- two strengths in problem solving (5% per strength)
  - two weaknesses in problem solving (5% per weakness)
- Criterion:**
- Appropriate strengths and weaknesses identified
- 40%      On the basis of the activities carried out during the course, identify:
- two ways of using problem-solving strategies at work (10% per way)
- For each of the ways identified, give one 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 three parts.

**Part I** of the examination focuses on “steps in the problem-solving strategy chosen and the advantages of applying it,” and must not exceed 60 minutes. It is administered at a time deemed appropriate by the school. Students are permitted to use course notes, the personal journal produced during the course and other information.

**Part II** of the examination focuses on “strengths and weaknesses in problem solving,” and must not exceed 30 minutes. It is administered at the end of the course. Students are permitted to use course notes, the personal journal produced during the course and other information.

**Part III** of the examination focuses on “ways of using problem-solving strategies at work,” and must not exceed 30 minutes. It is administered at the end of the course. Students are permitted to use course notes, the personal journal produced 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

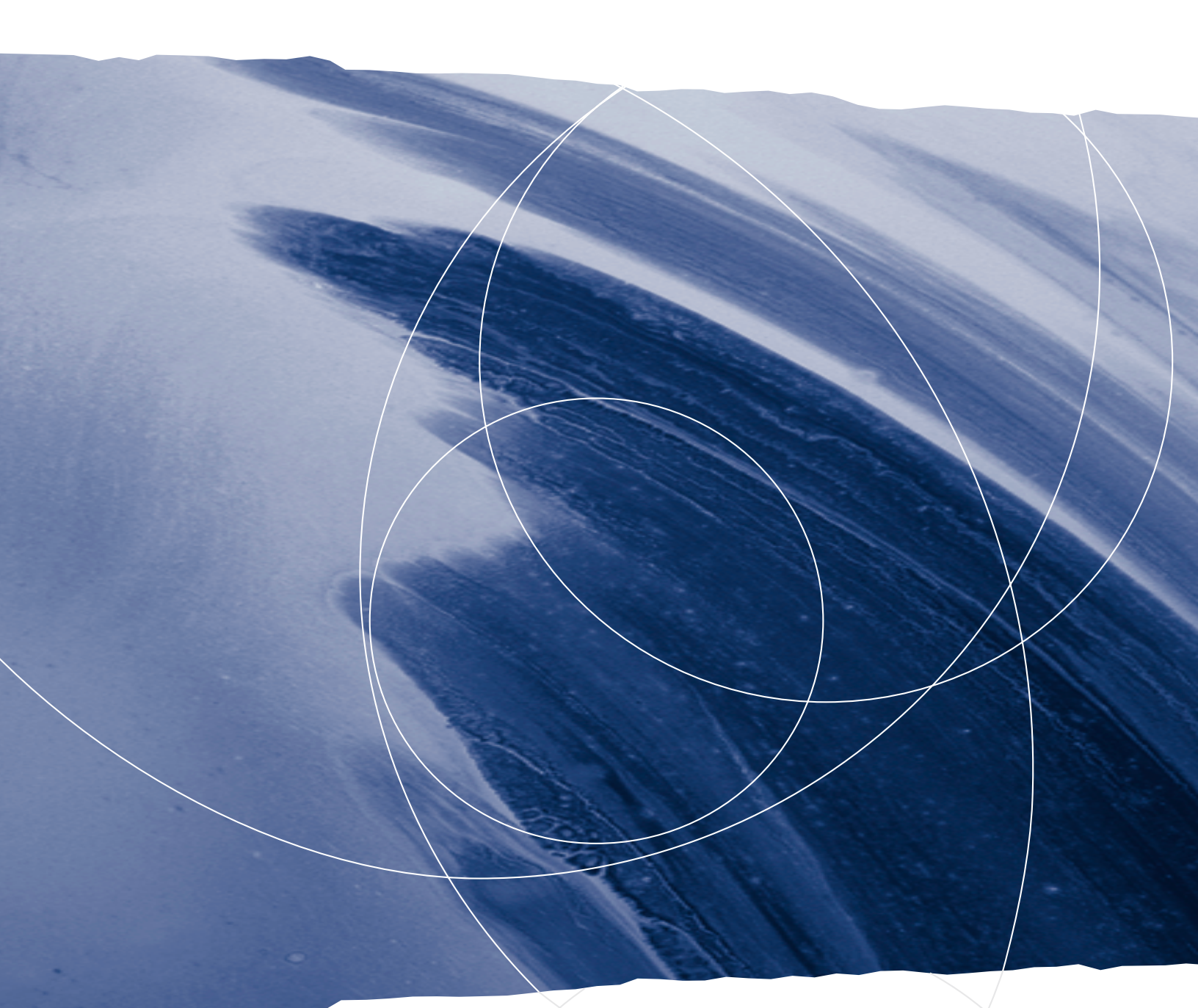
Partners inside or outside the school may participate in the summative evaluation process.

### 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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