

*Definition of the Domain
for Summative Evaluation*

Sociovocational Integration Services

SVI-1045-2 Practicum : 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-1045-2 Practicum: 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 *Practicum: Meeting the Job Challenge* (SVI-1045-2). 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

- **List of potential workplaces**
 - Accurate evaluation of employment possibilities in various enterprises
 - Workplaces chosen in accordance with their career choice and their chances of being hired
- **Job-search procedures with potential employers**
 - Proper use of job-search tools
 - Effective use of job-search techniques
- **Participation in job interviews with potential employers**
 - Accuracy of answers
 - Quality of self-marketing
 - Attitudes and self-presentation appropriate for the context of the interview

3.2 Skill

- **Applying**

Listing potential workplaces, taking into account employment possibilities and consistency with their career choice and their chances of being hired

Applying job-search procedures with potential employers, using the appropriate job-search tools and making effective use of job-search techniques

Participating in job interviews with potential employers, in accordance with the specific performance criteria established during the course

4. TABLE OF DIMENSIONS

Skill	Themes	List of potential workplaces	Job-search procedures with potential employers	Participation in job interviews with potential employers
<p style="text-align: center;">Applying 100%</p>	<ul style="list-style-type: none"> - Accurate evaluation of employment possibilities in various enterprises - Workplaces chosen in accordance with their career choice and their chances of being hired 	<ul style="list-style-type: none"> - Proper use of job-search tools - Effective use of job-search techniques 	<ul style="list-style-type: none"> - Accuracy of answers - Quality of self-marketing - Attitudes and self-presentation appropriate for the context of the interview 	
	(1) 20%	(2) 40%	(3) 40%	

5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected behaviour for course SVI-1045-2 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: **“seek work in a certain number of potential workplaces.”** 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 list potential workplaces and apply job-search procedures and participate in job interviews with potential employers.

Emphasis is placed on the students' ability to:

Content	Explanation of Content
- List potential workplaces, taking into account employment possibilities and consistency with their career choice and their chances of being hired	Because of: - the potential for generalizing learning
- Apply job-search procedures with potential employers, using the appropriate job-search tools and making effective use of job-search techniques	Because of: - the potential for transferring learning - the contribution to the process of vocational integration
- Participate in job interviews with potential employers, in accordance with the specific performance criteria established during the course	Because of: - the contribution to the process of vocational integration

The themes and skill are weighted as follows:

Themes		Skill	
List of potential workplaces	20%	Applying	20%
Job-search procedures with potential employers	40%	Applying	40%
Participation in job interviews with potential employers	40%	Applying	40%

6. OBSERVABLE BEHAVIOURS

Weighting of items

↓

Numbers in the table of dimensions

↓

- | | | |
|-----|----|---|
| 20% | 1) | On the basis of the local and regional job markets and the workplaces visited, list potential workplaces, in accordance with the following specific performance criteria : <ul style="list-style-type: none">– accurate evaluation of employment possibilities in various enterprises (10%)– workplaces chosen in accordance with their career choice and their chances of being hired (10%) |
| 40% | 2) | On the basis of the potential workplaces listed, carry out two job-search procedures with the employers in question, in accordance with the following specific performance criteria : <ul style="list-style-type: none">– proper use of job-search tools (10% per job-search procedure)– effective use of job-search techniques (10% per job-search procedure) |
| 40% | 3) | On the basis of the potential workplaces listed, participate in two job interviews with the employers in question, in accordance with the following specific performance criteria : <ul style="list-style-type: none">– accuracy of answers (5% per interview)– quality of self-marketing (5% per interview)– attitudes and self-presentation appropriate for the context of the interview (10% per interview) |

7. DESCRIPTION OF THE EXAMINATION

7.1 Type of Examination

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

Part I is an oral or written examination focusing on Dimension 1. Students are required to submit a list of potential workplaces. It is administered at a time deemed appropriate by the school but, ideally, it should be administered at the beginning of the course, since it is necessary for the summative evaluation of Dimensions 2 and 3. The amount of time the students have to produce their list is also determined by the school. Students must be notified in advance that their list will be used for summative evaluation and be made aware of the evaluation criteria.

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

Part III is a practical examination focusing on Dimension 3, and involves an evaluation checklist. It is administered at times deemed appropriate by the school. The amount of time devoted to the evaluation of Dimension 3 is also determined by the school. Students must be notified in advance that their interviews 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

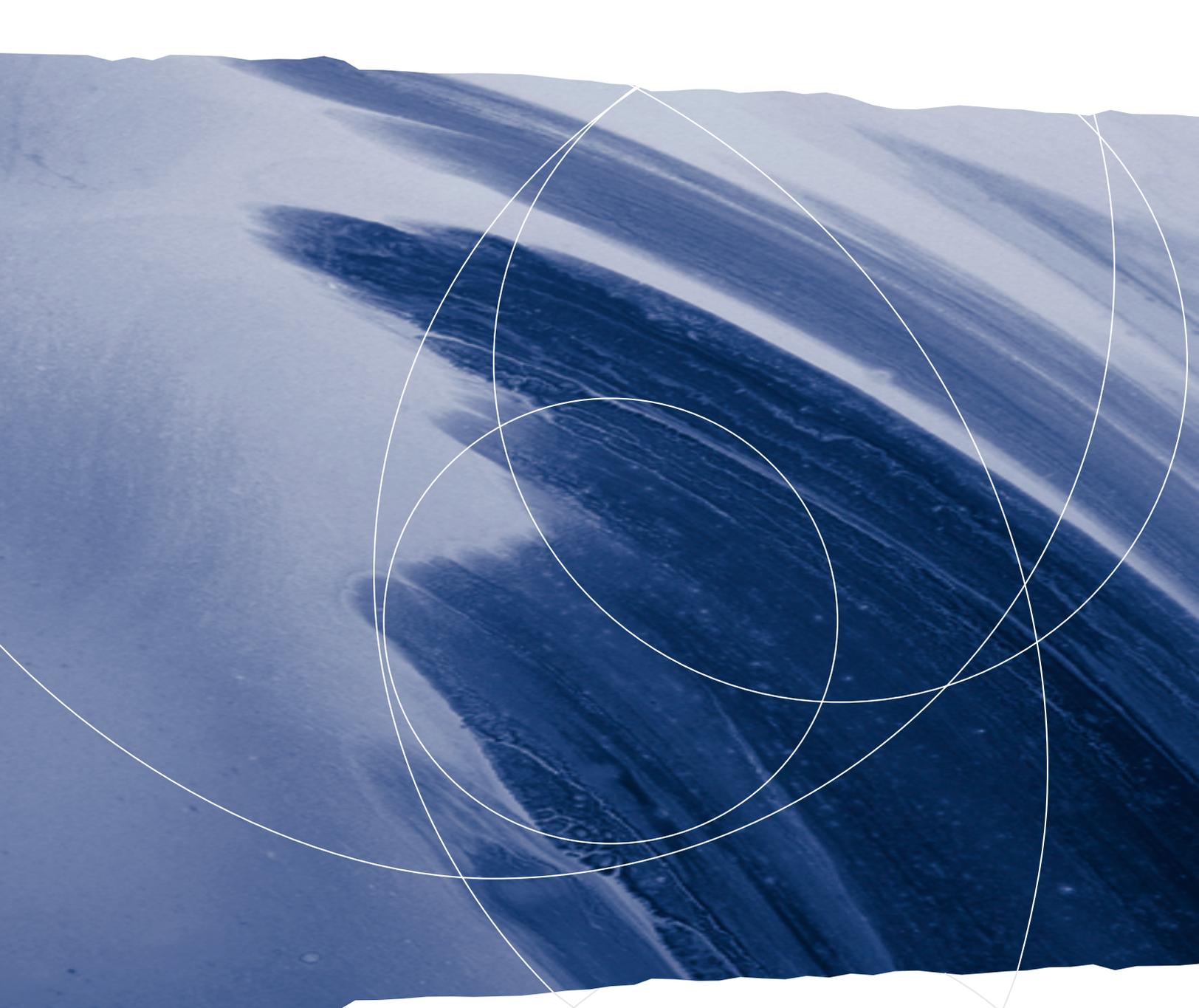
Partners inside or outside the school may participate in the summative evaluation process. It will be necessary to solicit the cooperation of the employers in question for Parts II and III of the examination.

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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