

*Definition of the Domain  
for Summative Evaluation*

# Sociovocational Integration Services

**SVI-2001-1 Cognitive Processes**

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for Summative Evaluation**

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**SVI-2001-1 Cognitive Processes**

Formation professionnelle et technique  
et formation continue

Direction de la formation générale  
des adultes

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## TABLE OF CONTENTS

<b>1.</b>	<b>Introduction</b> .....	<b>1</b>
<b>2.</b>	<b>Program Orientations and Consequences for Summative Evaluation</b> .....	<b>2</b>
<b>3.</b>	<b>Course Content</b> .....	<b>3</b>
3.1	Themes .....	3
3.2	Skill.....	3
<b>4.</b>	<b>Table of Dimensions</b> .....	<b>4</b>
<b>5.</b>	<b>Explanation of the Content and Weighting</b> .....	<b>5</b>
<b>6.</b>	<b>Observable Behaviours</b> .....	<b>6</b>
<b>7.</b>	<b>Description of the Examination</b> .....	<b>7</b>
7.1	Type of Examination.....	7
7.2	Partnership .....	7
7.3	Type of Result .....	7
<b>8.</b>	<b>Bibliography</b> .....	<b>8</b>

**PROGRAM:** Sociovocational Integration Services

**SECTION 1.2.4:** Cognitive Development

**COURSE:** SVI-2001-1 Cognitive Processes

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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 *Cognitive Processes* (SVI-2001-1). 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

- **Scenarios of possible solutions**
  - Choice of best scenario
  - Reasons for their choices
- **Application of cognitive processes**
  - Strengths
  - Weaknesses

#### 3.2 Skill

- **Evaluating**

Considering the best possible solution in a difficult work situation, and giving reasons for their choice

Considering their strengths and weaknesses in applying cognitive processes, and giving reasons for their choices

**4. TABLE OF DIMENSIONS**

<p style="text-align: center;"><b>Themes</b></p> <p><b>Skill</b></p>	<p style="text-align: center;"><b>Scenarios of possible solutions</b></p>	<p style="text-align: center;"><b>Application of cognitive processes</b></p>
<p style="text-align: center;"><b>Evaluating</b></p> <p style="text-align: center;">100%</p>	<ul style="list-style-type: none"> <li>- Choice of best scenario</li> <li>- Reasons for their choices</li> </ul> <p style="text-align: center;">(1)</p>	<ul style="list-style-type: none"> <li>- Strengths</li> <li>- Weaknesses</li> </ul> <p style="text-align: center;">(2)</p>
	40%	60%
	40%	60%



## 5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected outcome for course SVI-2001-1 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: “**apply various cognitive processes in various work-related situations.**” The themes 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 **evaluate** scenarios of possible solutions and their application of cognitive processes.

Emphasis is placed on the students’ ability to:

Content	Explanation of Content
<ul style="list-style-type: none"> <li>- Consider the best possible solution in a difficult work situation, and give reasons for their choice</li> </ul>	Because of: <ul style="list-style-type: none"> <li>- the potential for problem solving</li> <li>- the contribution to the process of vocational integration</li> </ul>
<ul style="list-style-type: none"> <li>- Consider their strengths and weaknesses in applying cognitive processes, and give reasons for their choices</li> </ul>	Because of: <ul style="list-style-type: none"> <li>- the use of critical judgment</li> <li>- the potential for transferring learning</li> <li>- the contribution to the process of vocational integration</li> </ul>

The themes and skill are weighted as follows:

<b>Themes</b>	40%	<b>Skill</b>	40%
Scenarios of possible solutions	40%	Evaluating	40%
Application of cognitive processes	60%	Evaluating	60%

## 6. OBSERVABLE BEHAVIOURS

Weighting of items

↓

Numbers in the table of dimensions

↓

- 40% 1) On the basis of a hypothetical situation describing work-related problems:  
– consider the best possible solution in the given situation (10%)  
– give two reasons why the scenario chosen is the best choice (15% per reason)  
**Criteria:**  
– Appropriate scenario chosen  
– Coherent reasons given
- 60% 2) On the basis of an experience at work or during a practicum involving a difficult relationship with a co-worker or superior:  
– consider two strengths in applying cognitive processes (10% per strength)  
– consider two weaknesses in applying cognitive processes (10% per weakness)
- For each of the strengths and weaknesses identified, give a reason for their choice (5% per reason).  
**Criteria:**  
– Appropriate strengths and weaknesses 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 two parts.

**Part I** of the examination focuses on Dimension 1, and must not exceed 30 minutes. It is administered at a time deemed appropriate by the school. Students are permitted to use course notes and other information.

**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

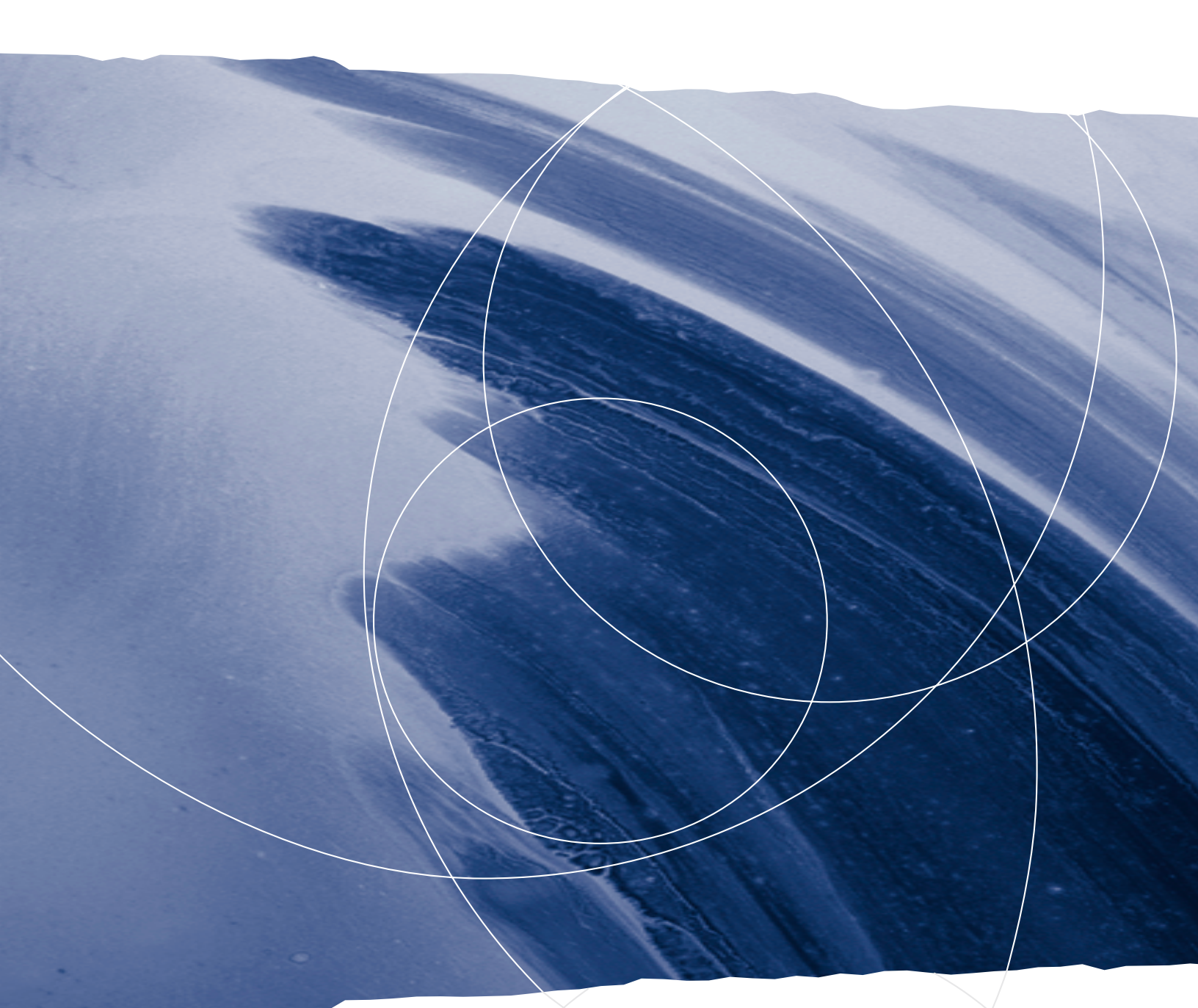
Partners inside or outside the school may participate in the summative evaluation process.

### 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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