

*Definition of the Domain
for Summative Evaluation*

Sociovocational Integration Services

SVI-P001-1 The Culture of Work

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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 1.1.1: Social, Political and Economic Environment (Theoretical)

COURSE: SVI-P001-1 The Culture of Work

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 *The Culture of Work* (SVI-P001-1). 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.

* 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

- **Adapting to the culture of the workplace**
 - Measures to take during the process of integration into a job
 - Measures to take in order to overcome a problem encountered in a job situation
 - Means of improving the ways they act and feel with co-workers and superiors

3.2 Skills

- **Knowing**

Identifying measures to take during the process of integration into a job and in order to overcome a problem encountered in a job situation
- **Understanding**

Finding means of improving the ways they act and feel with co-workers and superiors, and giving reasons for their choices

4. TABLE OF DIMENSIONS

Themes	Adapting to the culture of the workplace
Skills	100%
Knowing 60%	<ul style="list-style-type: none">- Measures to take during the process of integration into a job- Measures to take in order to overcome a problem encountered in a job situation (1) 60%
Understanding 40%	<ul style="list-style-type: none">- Means of improving the ways they act and feel with co-workers and superiors (2) 40%

5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected outcome for course SVI-P001-1 involves themes and skills that can be weighted according to their complexity.

The themes and skills for summative evaluation have been selected from among those considered essential for achieving the expected outcome of the course: **“find their way in the culture of the job market.”** These themes and skills have been selected and weighted in accordance with the prescribed specifications and participation criteria.

Thus, the students come to **know** and **understand** what is meant by adapting to the culture of the job market.

Emphasis is placed on the students' ability to:

Content	Explanation of Content
<ul style="list-style-type: none"> - Identify measures to take during the process of integration into a job and in order to overcome a problem encountered in a job situation 	Because of: <ul style="list-style-type: none"> - the potential for integrating new information - the potential for generalizing learning
<ul style="list-style-type: none"> - Find means of improving the ways they act and feel with co-workers and superiors, and give reasons for their choices 	Because of: <ul style="list-style-type: none"> - the potential for solving problems - the potential for generalizing learning - the potential for transferring learning - the contribution to the process of vocational integration

The themes and skills are weighted as follows:

Themes	100%	Skills	60%
Adapting to the culture of the workplace		Knowing	60%
		Understanding	40%

6. OBSERVABLE BEHAVIOURS

Weighting of items



Numbers in the table of dimensions



- 60% 1) On the basis of a hypothetical situation describing a person experiencing difficulty integrating into a new job, identify:
- two measures the person could take to facilitate his or her integration into the workplace (15% per measure)

On the basis of a hypothetical situation describing a person experiencing difficulty in a job situation, identify:

- two measures the person could take to overcome the problem (15% per measure)

Criterion:

- Appropriate measures identified

- 40% 2) On the basis of a hypothetical situation describing a deteriorating work climate, identify:
- two means of improving the way the person acts and feels with co-workers (5% per means)
 - two means of improving the way the person acts and feels with superiors (5% per means)

Give a reason for each means identified (5% per reason)

Criteria:

- Appropriate means 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 not permitted to use course notes or 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. The use of course notes and other information is permitted.

It may be possible to develop more than one item per observable behaviour. In this case, the marks awarded can be divided between the items, provided that the relative weight of the observable behaviour is taken into account.

7.2 Partnership

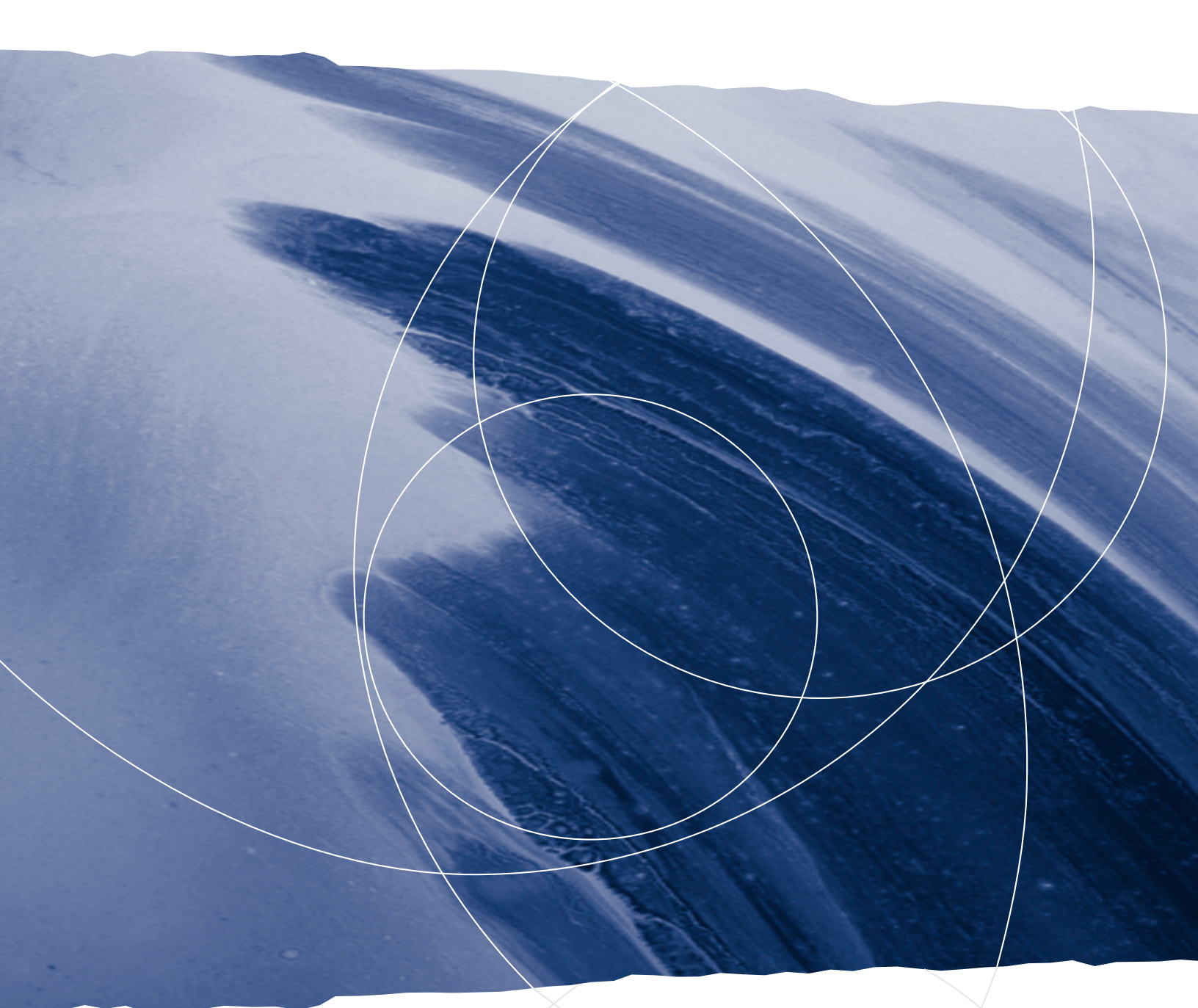
Partners inside or outside the school may participate in the summative evaluation process.

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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