

*Definition of the Domain
for Summative Evaluation*

Sociovocational Integration Services

SVI-P004-2 Functions 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 1.1.2: Knowing One's Vocational Profile

COURSE: SVI-P004-2 Functions 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 *Functions of Work* (SVI-P004-2). 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

- **Variety of functions of work**
 - Attitudes associated with certain functions of work
 - Skills associated with certain functions of work
 - Requirements associated with certain functions of work
- **Functions of work to explore**
 - Functions associated with a traditional trade or occupation
 - Functions associated with a non-traditional trade or occupation

3.2 Skills

- **Knowing**

Identifying the attitudes, skills and requirements associated with certain functions of work
- **Understanding**

Identifying functions of work associated with traditional and non-traditional trades and/or occupations

4. TABLE OF DIMENSIONS

Themes	Variety of functions of work	Functions of work to explore
Skills 		
Knowing 60%	- Attitudes, skills and requirements associated with certain functions of work (1)	
Understanding 40%		- Functions associated with a traditional trade or occupation - Functions associated with a non-traditional trade or occupation (2)

5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected outcome for course SVI-P004-2 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: “**choose a short list of functions for further exploration.**” These themes and skills have been selected and weighted in accordance with the prescribed specifications, and participation criteria and second-level operational objectives.

Thus, the students come to **know** the variety of functions of work and to **understand** the functions to explore.

Emphasis is placed on the students' ability to:

Content	Explanation of Content
<ul style="list-style-type: none"> - Identify attitudes, skills and requirements associated with certain functions of work 	Because of: <ul style="list-style-type: none"> - the potential for seeking meaning in their experiences
<ul style="list-style-type: none"> - Identify functions of work associated with traditional and non-traditional trades and/or occupations 	Because of: <ul style="list-style-type: none"> - the potential for integrating new information - the potential for generalizing learning

The themes and skills are weighted as follows:

Themes		Skills	
Variety of functions of work	60%	Knowing	60%
Functions of work to explore	40%	Understanding	40%

6. OBSERVABLE BEHAVIOURS

Weighting of items



Numbers in the table of dimensions



- 60% 1) On the basis of the presentation of their experience developed during the course, for two different functions of work, identify:
- one attitude associated with each function (10% per attitude)
 - one skill associated with each function (10% per skill)
 - one requirement associated with each function (10% per requirement)
- Criteria:**
- Appropriate attitudes, skills and requirements identified
 - Attitudes, skills and requirements in line with the related function
- 40% 2) On the basis of the presentation of their experience developed and the various activities carried out during the course, identify:
- two functions of work associated with traditional trades and/or occupations in their chosen sectors of activity (10% per function)
 - two functions of work associated with non-traditional trades and/or occupations in their chosen sectors of activity (10% per function)
- Criterion:**
- Appropriate functions 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 a time deemed appropriate by the school. Students are permitted to use course notes and other information, in particular the presentation of their experience developed during the course.

Part II of the examination focuses on Dimension 2, 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, in particular the presentation of their experience developed during the course.

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

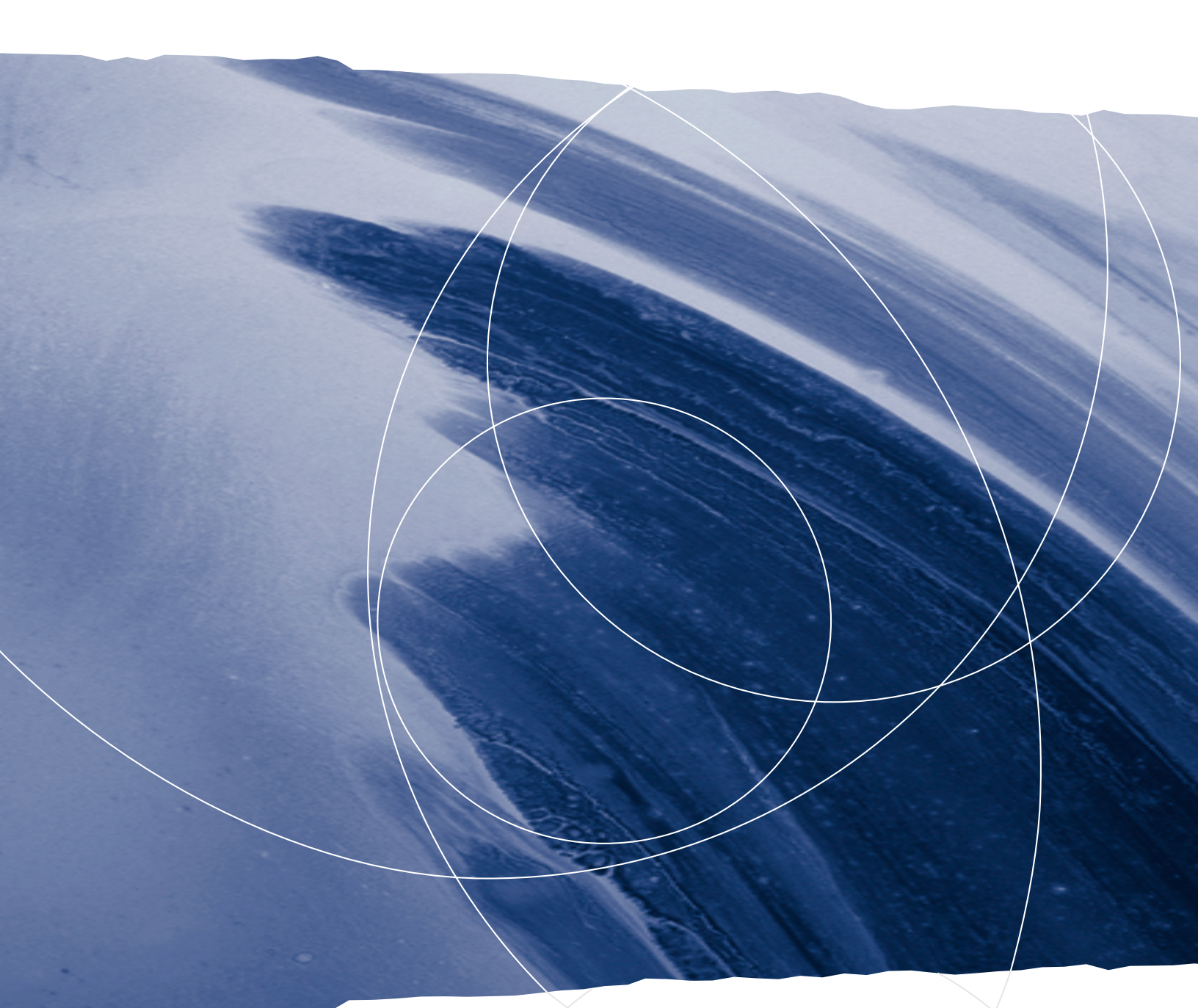
Partners inside or outside the school may participate in the summative evaluation process.

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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