

*Definition of the Domain
for Summative Evaluation*

Sociovocational Integration Services

SVI-P021-1 Cognitive Skills

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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 1.2.4: Cognitive Development

COURSE: SVI-P021-1 Cognitive Skills

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 Skills* (SVI-P021-1). 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

- **Use of cognitive skills**
 - Cognitive skills
 - Advantages of using them
 - Means of extending their use to different work situations

3.2 Skill

- **Understanding**

Identifying cognitive skills, the advantages of using them in a given work-related activity and means of extending their use to different work situations

4. TABLE OF DIMENSIONS

Theme Skill	Use of cognitive skills
Understanding 100%	- Cognitive skills - Advantages of using them - Means of extending their use to different work situations (1) 100%

5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected outcome for course SVI-P021-1 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: “**recognize and develop their cognitive skills.**” 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** what they need to use cognitive skills.

Emphasis is placed on the students’ ability to:

Content	Explanation of Content
<ul style="list-style-type: none"> - Identify cognitive skills and the advantages of using them in a given work-related activity 	Because of: <ul style="list-style-type: none"> - the potential for generalizing learning
<ul style="list-style-type: none"> - Identify means of extending the use of these cognitive skills to different work situations 	Because of: <ul style="list-style-type: none"> - the potential for transferring learning - the contribution to the vocational integration process

The theme and skill are weighted as follows:

Theme		Skill	
Use of cognitive skills	100%	Understanding	100%

6. OBSERVABLE BEHAVIOURS

Weighting of items



Numbers in the table of dimensions



- 100% 1) On the basis of a hypothetical situation describing a work-related activity, identify:
- two cognitive skills that could be used in that activity (15% per skill)
 - one advantage of using each of the two cognitive skills identified (10% per advantage)
 - three means of extending the use of the cognitive skills identified to different work situations (10% per means)
- Criterion:**
- Appropriate elements given (skills, advantages, means)

7. DESCRIPTION OF THE EXAMINATION

7.1 Type of Examination

The examination required for the summative evaluation can be written or oral, and must not exceed 45 minutes. It is administered at the end of the course. Students are permitted to use course notes and other information, including their personal journal.

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

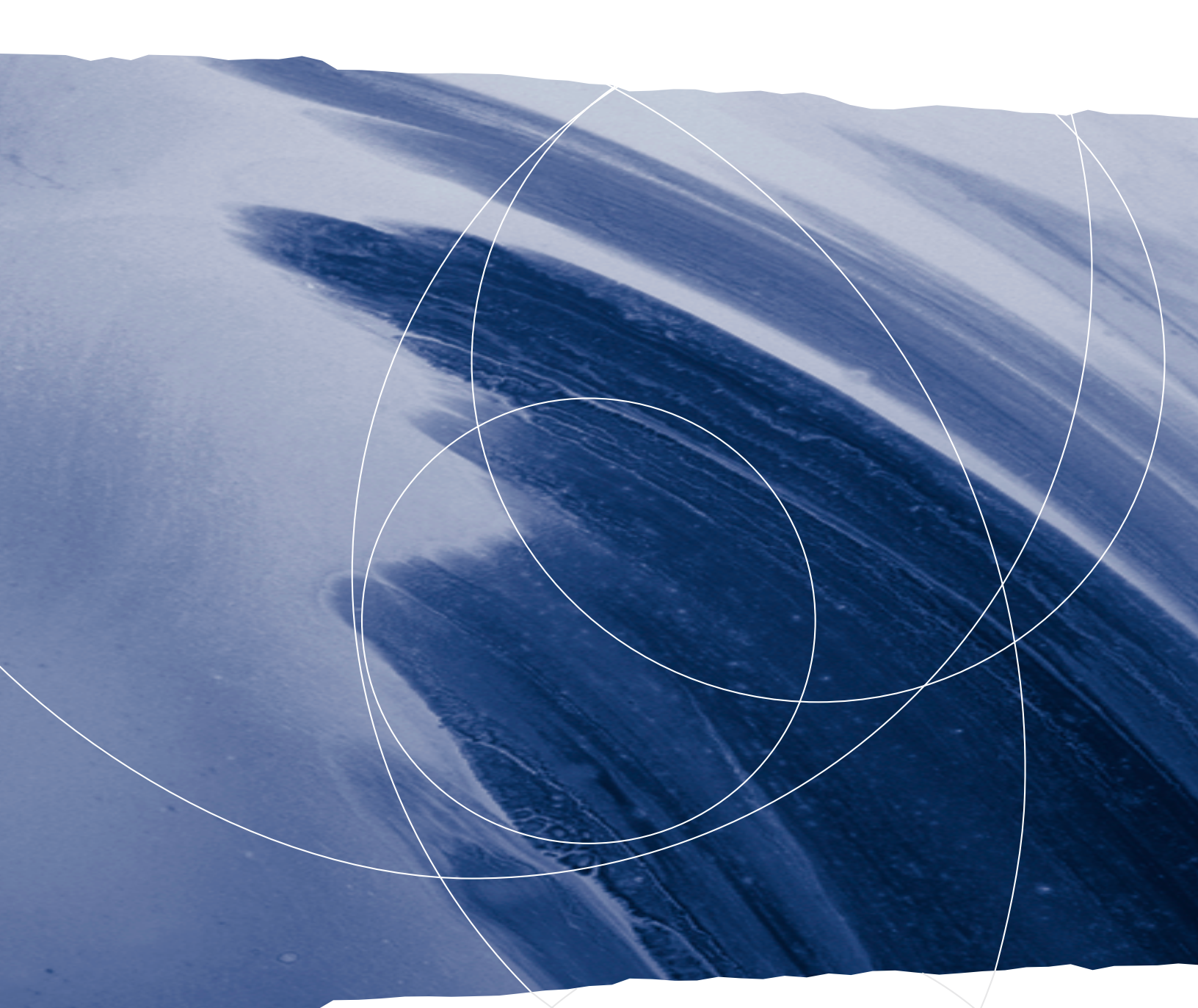
Partners inside or outside the school may participate in the summative evaluation process.

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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