

*Definition of the Domain  
for Summative Evaluation*

# Sociovocational Integration Services

**SVI-1004-1 Information-Research Techniques**

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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-1004-1 Information-Research Techniques

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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 *Information-Research Techniques* (SVI-1004-1). 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

- **Information-collection process**
  - Information-gathering method
  - Tools and information sources
- **Research avenues**
  - Avenues for gathering information about trades and/or occupations throughout their job search

#### 3.2 Skills

- **Understanding**

Identifying avenues for gathering information about trades and/or occupations throughout their job search, and giving reasons for their choices
- **Applying**

Gathering information about a trade or occupation using an information-gathering method and tools and information sources

## 4. TABLE OF DIMENSIONS

Themes	Information-collection process	Research avenues
<b>Skills</b>  40%	60%	40%
<b>Understanding</b>  40%	(2)	- Avenues for gathering information about trades and/or occupations throughout their job search  40%
<b>Applying</b>  60%	- Information-gathering method - Tools and information sources  (1) 60%	



## 5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected outcome for course SVI-1004-1 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: “**use information-research techniques.**” These themes and skills have been selected and weighted in accordance with the prescribed specifications, participation criteria and second-level operational objective.

Thus, the students come to **apply** an information-collection process and **understand** research avenues.

Emphasis is placed on the students' ability to:

Content	Explanation of Content
<ul style="list-style-type: none"> <li>- Gather information about a trade or occupation using an information-gathering method and tools and information sources</li> </ul>	Because of: <ul style="list-style-type: none"> <li>- the potential for integrating new information</li> <li>- the potential for using the resources in their environment</li> <li>- the potential for generalizing learning</li> <li>- the potential for transferring learning</li> </ul>
<ul style="list-style-type: none"> <li>- Identify avenues for gathering information about trades and/or occupations throughout their job search, and give reasons for their choices</li> </ul>	Because of: <ul style="list-style-type: none"> <li>- the potential for transferring learning</li> <li>- the contribution to the process of vocational integration</li> </ul>

The themes and skills are weighted as follows:

<b>Themes</b>	60%	<b>Skills</b>	60%
Information-collection process	60%	Applying	60%
Research avenues	40%	Understanding	40%

## 6. OBSERVABLE BEHAVIOURS

Weighting of items



Numbers in the table of dimensions



- 60% 1) For one trade or occupation of their choice, gather information using an information-gathering method and tools and information sources identified during the course (60%).

**Criteria:**

- Appropriate information gathered
- Observance of an information-gathering method learned during the course

- 40% 2) On the basis of the research carried out during the course, identify:  
– two avenues for gathering information about trades and/or occupations throughout their job search (10% per avenue)

For each of the avenues identified, give a reason for their choice (10% per reason).

**Criteria:**

- Appropriate avenues identified
- Coherent reasons given

## 7. DESCRIPTION OF THE EXAMINATION

### 7.1 Type of Examination

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

**Part I** is a written examination focusing on Dimension 1. The students are required to submit a research report on a trade or occupation of their choice. The amount of time the students will have to prepare their report and the time at which it is to be submitted are to be determined by the school. Students must be notified in advance that their report will be used for summative evaluation and be made aware of the evaluation criteria.

**Part II** can be written or oral, and focuses on Dimension 2. It 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.

The results obtained in the evaluation of Dimension 1 may be used for the evaluation of the course entitled *Collecting Educational and Vocational Information* (SVI-1001-1).

### 7.2 Partnership

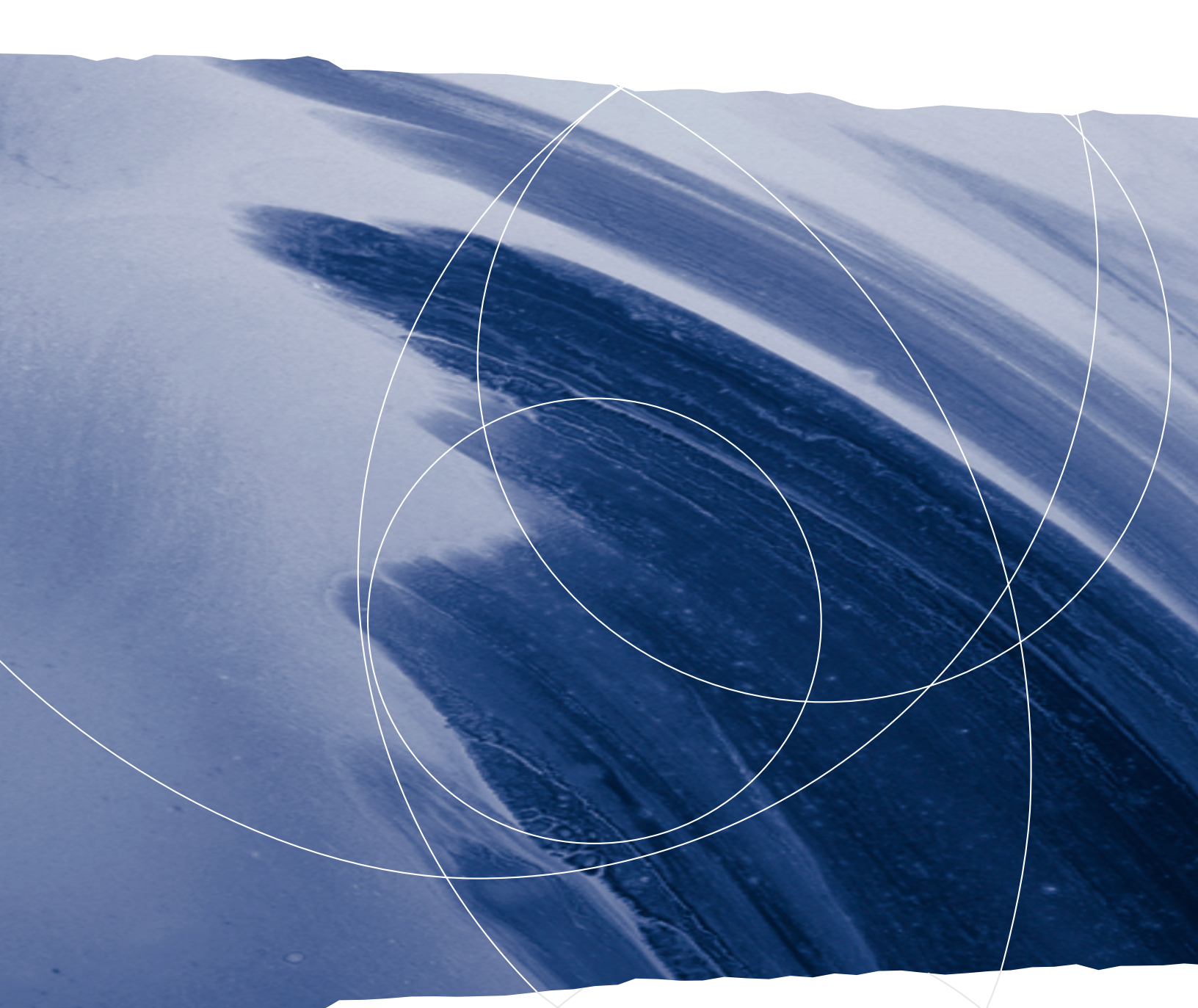
Partners inside or outside the school may participate in the summative evaluation process.

### 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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