

*Definition of the Domain
for Summative Evaluation*

Sociovocational Integration Services

SVI-1005-2 Career Choice Education

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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-1005-02 Career Choice Education

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 *Career Choice Education* (SVI-1005-2). 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

- **Personal profile**
 - List of their experience
 - Occupational profile
- **Career choice**
 - Occupations corresponding to their occupational profile and their aspirations
 - Requirements and working conditions in the occupations selected, in relation to their personal characteristics
- **Plan of action**
 - Steps to be taken
 - Possible recourse

3.2 Skills

- **Understanding**

Identifying occupations corresponding to their occupational profile and their aspirations, and giving reasons for their choices

Relating the requirements and working conditions in the occupations selected to their personal characteristics
- **Synthesizing**

Producing a personal profile based on a list of their experience and their occupational profile

Develop a plan of action including all the steps to be taken and possible recourse

4. TABLE OF DIMENSIONS

Themes	Personal profile	Career choice	Plan of action
Skills	20%	40%	40%
Understanding 40%		<ul style="list-style-type: none"> - Occupations corresponding to their occupational profile and their aspirations - Requirements and working conditions in the occupations selected, in relation to their personal characteristics (2) 40%	
Synthesizing 60%	<ul style="list-style-type: none"> - List of their experience - Occupational profile (1) 20%		<ul style="list-style-type: none"> - Steps to be taken - Possible recourse (3) 40%

5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected outcome for course SVI-1005-2 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 career and establish a plan of action.**” These themes and skills have been selected and weighted in accordance with the prescribed specifications and participation criteria.

Thus, the students come to **understand** their career choice and **synthesize** information to produce a personal profile and a plan of action.

Emphasis is placed on the students’ ability to:

Content	Explanation of Content
<ul style="list-style-type: none"> - Produce a personal profile based on a list of their experience and their occupational profile 	Because of: <ul style="list-style-type: none"> - the potential for seeking meaning in their experiences
<ul style="list-style-type: none"> - Identify occupations corresponding to their occupational profile and their aspirations, and give reasons for their choices - Relate the requirements and working conditions in the occupations selected to their personal characteristics 	Because of: <ul style="list-style-type: none"> - the potential for transferring learning
<ul style="list-style-type: none"> - Develop a plan of action including all the steps to be taken and possible recourse 	Because of: <ul style="list-style-type: none"> - the potential for generalizing learning - the potential for transferring learning

The themes and skills are weighted as follows:

Themes		Skills	
Personal profile	20%	Synthesizing	20%
Career choice	40%	Understanding	40%
Plan of action	40%	Synthesizing	40%

6. OBSERVABLE BEHAVIOURS

Weighting of items



Numbers in the table of dimensions



- 20% 1) Produce a personal profile based on a list of their experience and their occupational profile (20%).
Criterion:
– Inclusion of all elements identified as important during the course and appropriateness of these elements
- 40% 2) On the basis of their personal profile, identify:
– two occupations corresponding to their occupational profile and their aspirations (2% per occupation)
- For each of the occupations selected, give two reasons for their choices (5% per reason).
- For each of the occupations selected, relate:
– some of their personal characteristics to two requirements and two working conditions (2% per requirement and 2% per working condition)
Criteria:
– Consistency of selected occupations with their occupational profile
– Coherent reasons given
– Appropriate requirements and working conditions identified
– Coherent relation of requirements and working conditions to the personal characteristics identified
- 40% 3) On the basis of an occupational objective (first and second choice), develop:
– a plan of action including all the steps to be taken and possible recourse (40%)
Criteria:
– Inclusion of all the appropriate steps to be taken
– Inclusion of all the appropriate recourse

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 three parts.

Part I of the examination focuses on Dimension 1. The students are required to present a personal profile. The amount of time the students will have to prepare their profile and the time at which it is to be presented are to be determined by the school. Students must be notified in advance that their personal profile will be used for summative evaluation and be made aware of the evaluation criteria.

Part II of the examination focuses on Dimension 2, and must not exceed 30 minutes. It is administered at a time deemed appropriate by the school. Students are permitted to use their personal profile and other information.

Part III of the examination focuses on Dimension 3. The students are required to submit a plan of action at the end of the course. The amount of time the students will have to prepare their plan of action is to be determined by the school. Students must be notified in advance that their plan of action will be used for summative evaluation and be made aware of the evaluation criteria.

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 of the course entitled *Plan of Action* (SVI-1014-1) may be used for the evaluation of Dimension 3 of this course. Students who have taken course SVI-1014-1 or will eventually take it are not obliged to do Part III of the examination described above. If such is the case, the result should be weighted at 40%.

7.2 Partnership

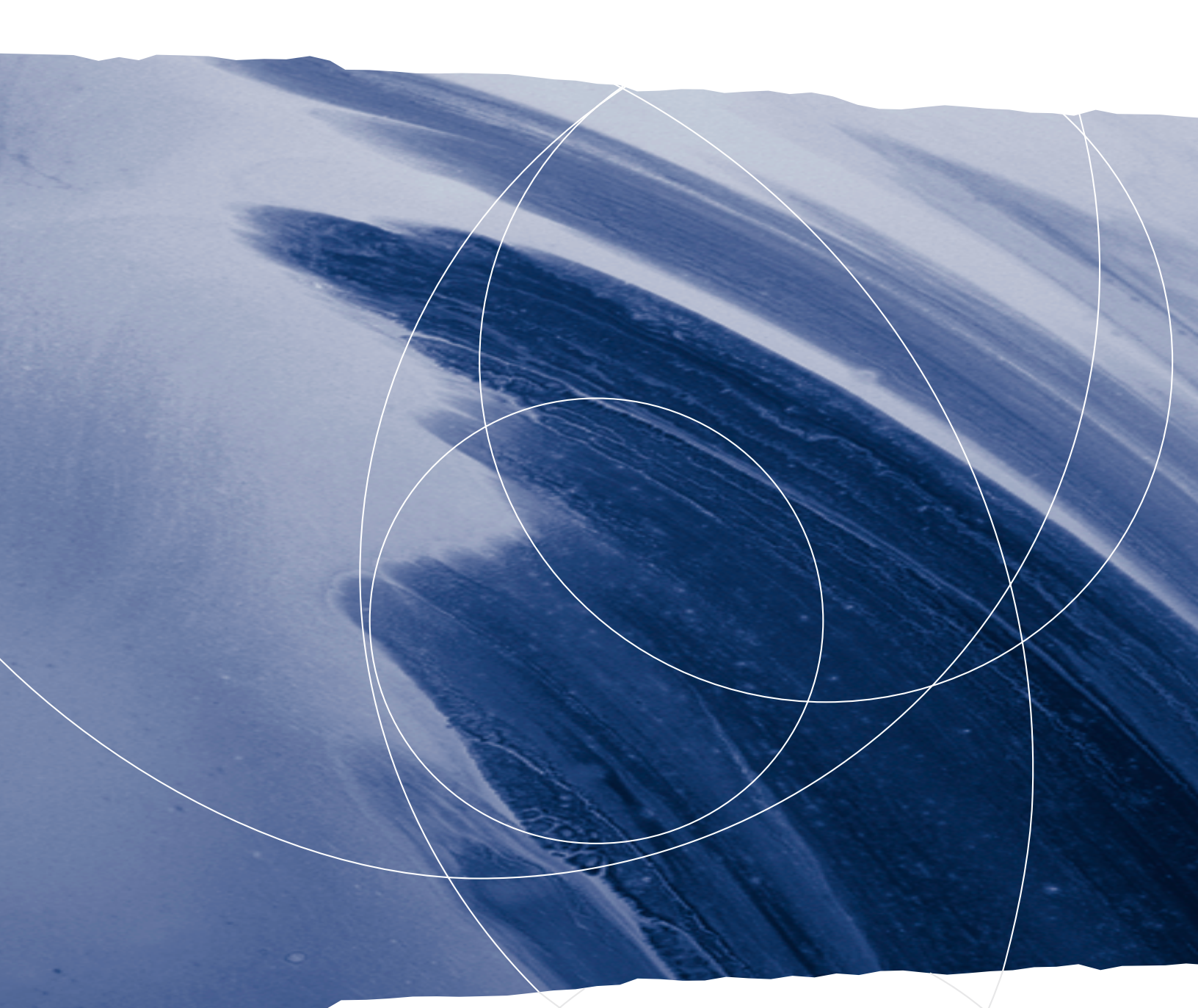
Partners inside or outside the school may participate in the summative evaluation process.

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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