

*Definition of the Domain
for Summative Evaluation*

Sociovocational Integration Services

SVI-1006-1 Practicum : Validating Career Choice

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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-1006-1 Practicum: Validating Career Choice

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 *Practicum: Validating Career Choice* (SVI-1006-1). 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 Themes

- **Perception of themselves as workers**
 - Quality of their participation in a practicum
- **Validation of their career choice**
 - Perception of the trade or occupation before and after the practicum
 - Influence of the practicum experience on their choice of career

3.2 Skill

- **Understanding**
 - Evaluating the quality of their participation in a practicum
 - Differentiating between their perception of the trade or occupation before and after the practicum
 - Explaining how the practicum experience could influence their choice of career

4. TABLE OF DIMENSIONS

Themes	Perception of themselves as workers	Validation of their career choice
Skill 100%	20%	80%
Understanding 100%	<ul style="list-style-type: none"> - Quality of their participation in a practicum (1) 20%	<ul style="list-style-type: none"> - Perception of the trade or occupation before and after the practicum - Influence of the practicum experience on their choice of career (2) 80%

5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected outcome for course SVI-1006-1 involves themes and a skill that can be weighted according to their complexity.

The themes and skill for summative evaluation have been selected from among those considered essential for achieving the expected outcome of the course: “**validate their career choice.**” The themes and skill have been selected and weighted in accordance with the prescribed specifications and participation criteria.

Thus, the students come to **understand** their perception of themselves as workers and the validation of their career choice.

Emphasis is placed on the students’ ability to:

Content	Explanation of Content
<ul style="list-style-type: none"> - Evaluate the quality of their participation in a practicum 	Because of: <ul style="list-style-type: none"> - the use of critical judgment
<ul style="list-style-type: none"> - Differentiate between their perception of the trade or occupation before and after the practicum - Explain how the practicum experience could influence their choice of career 	Because of: <ul style="list-style-type: none"> - the potential for integrating new information - the potential for seeking meaning in their learning

The themes and skill are weighted as follows:

Themes	20%	Skill	20%
Perception of themselves as workers	20%	Understanding	20%
Validation of their career choice	80%	Understanding	80%

6. OBSERVABLE BEHAVIOURS

Weighting of items

↓

Numbers in the table of dimensions

↓

- 20% 1) On the basis of the practicum they did during the course, evaluate the quality of their participation in the practicum with respect to the following four aspects:
- observance of rules and instructions
 - quality of communication with work team
 - quality and speed of performance of tasks
 - ability to fit in and work in a team
 - ability to adapt to new situations
- (5% per evaluation)

Criteria:

- Inclusion of four distinct aspects
- Coherent evaluations made

- 80% 2) On the basis of the practicum they did during the course, differentiate between:
- their perception of the trade or occupation before and after the practicum, with respect to four distinct aspects (5% per aspect)

Criteria:

- Inclusion of four distinct aspects
- Coherent differences identified

On the basis of the practicum they did during the course, explain how it could influence their choice of career with respect to each of the following elements:

- aptitudes
 - preferences
 - fields of interest
 - type of company
- (15% per explanation)

Criteria:

- Inclusion of all the elements
- Coherent explanations 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 20 minutes. It is administered at a time deemed appropriate by the school, after the student has done the practicum. Students are permitted to use the follow-up sheet distributed at the beginning of the practicum and other information.

Part II of the examination focuses on Dimension 2, and must not exceed 40 minutes. It is administered at the end of the course. Students are permitted to use the follow-up sheet distributed at the beginning of the practicum 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.

7.2 Partnership

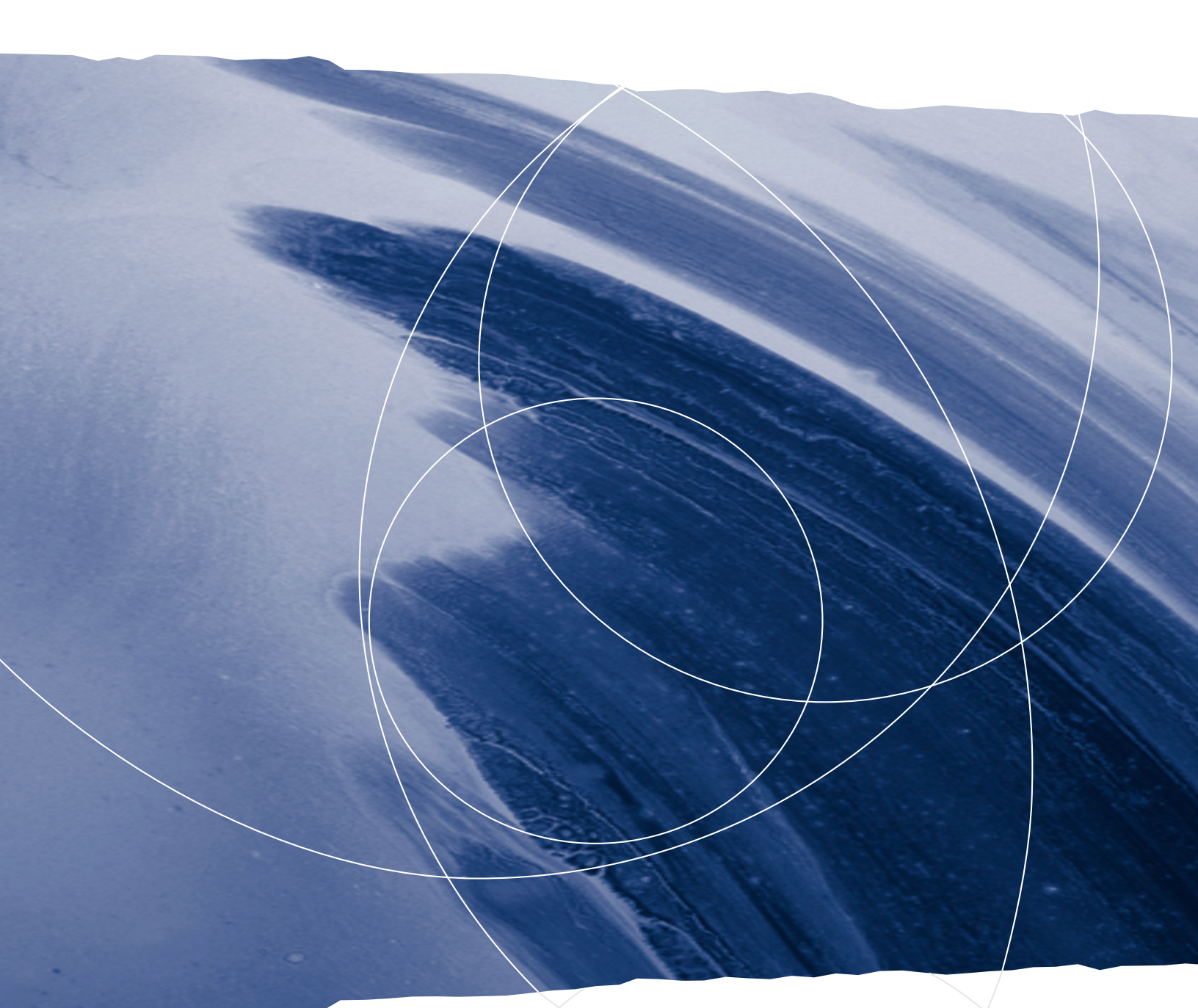
Partners inside or outside the school may participate in the summative evaluation process.

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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