

*Definition of the Domain
for Summative Evaluation*

Sociovocational Integration Services

SVI-1008-1 How to Look for 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 1.1.4: How to Enter the Job Market

COURSE: SVI-1008-1 How to Look for 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 *How to Look for Work* (SVI-1008-1). 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

- **Job application**
 - Résumé
 - Covering letter

- **Hiring interview**
 - Appropriate attitudes
 - Clear expression
 - Appropriate level of language
 - Punctuality
 - Appropriate presentation
 - Points to improve
 - Appropriate measures to improve their weak points

3.2 Skills

- **Applying**

Adapting an application to a job offer and doing well in a hiring interview

- **Evaluating**

Evaluating a hiring interview, considering the points to improve and determining appropriate measures to improve their weak points

4. TABLE OF DIMENSIONS

| Themes | Job application | Hiring interview |
|--------------------------|--|--|
| Skills | | |
| Applying 80% | - Résumé - Covering letter (1) 30% | - Appropriate attitudes - Clear expression - Appropriate level of language - Punctuality - Appropriate presentation (2) 50% |
| Evaluating 20% | | - Points to improve - Measures to improve their weak points (3) 20% |

5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected behaviour for course SVI-1008-1 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 behaviour of the course: **“use job search tools and techniques.”** These themes and skills have been selected and weighted in accordance with the prescribed conditions for performance evaluation, general and specific performance criteria and second-level operational objectives.

Thus, the students come to **apply** and **evaluate** job search methods.

Emphasis is placed on the students' ability to:

| Content | Explanation of Content |
|--|--|
| <ul style="list-style-type: none"> - Adapt an application to a job offer - Do well in a hiring interview | Because of: <ul style="list-style-type: none"> - the potential for transferring learning - the contribution to the process of vocational integration |
| <ul style="list-style-type: none"> - Evaluate a hiring interview, considering the points to improve and determining measures to improve their weak points | Because of: <ul style="list-style-type: none"> - the use of critical judgment |

The themes and skills are weighted as follows:

| Themes | | Skills | |
|------------------|-----|------------|-----|
| Job application | 30% | Applying | 30% |
| Hiring interview | 70% | Applying | 50% |
| | | Evaluating | 20% |

6. OBSERVABLE BEHAVIOURS

Weighting of items



Numbers in the table of dimensions



- 30% 1) On the basis of a job offer for the type of job sought by the student, adapt a job application in accordance with the criteria established during the course:
- résumé (15%)
 - covering letter (15%)
- Criteria:**
- Inclusion of all relevant information and all supporting documents (résumé)
 - Appropriate content and inclusion of all relevant information (covering letter)
 - Neat, careful presentation (résumé and covering letter)
- 50% 2) On the basis of a job offer for the type of job sought by the student, participate in a hiring interview in accordance with the following **specific performance criteria:**
- appropriate attitudes (10%)
 - clear expression (10%)
 - appropriate level of language (10%)
 - punctuality (10%)
 - appropriate presentation (10%)
- 20% 3) After an activity reviewing the hiring interview (e.g. watching a video of the interview, discussing observations with peers), consider two points to improve (5% per point).
- Determine an appropriate measure to improve each of the two points identified (5% per measure).
- Criteria:**
- Appropriate points identified
 - Coherent measures determined

7. DESCRIPTION OF THE EXAMINATION

7.1 Type of Examination

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

Part I is a written examination focusing on Dimension 1. The students are required to present a job application. The amount of time the students will have to prepare their application 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 application will be used for summative evaluation and be made aware of the evaluation criteria.

Part II is an oral examination focusing on Dimension 2, and must not exceed 15 minutes. It is administered at a time deemed appropriate by the school and involves an evaluation checklist.

Part III is an oral or written examination focusing on Dimension 3, and 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.

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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