

*Definition of the Domain
for Summative Evaluation*

Sociovocational Integration Services

**SVI-1010-2 Practicum : How to Adapt to the Job
Market**

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for Summative Evaluation**

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Market**

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-1010-2 Practicum: How to Adapt to the Job Market

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 Adapt to the Job Market* (SVI-1010-2). 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

- **Plan of action**
 - Personalized plan

- **Services offered to potential employers**
 - Telephone contact
 - Applications sent out
 - Follow-up

- **Hiring interviews with potential employers**
 - Punctuality at interview
 - Personal appearance appropriate for the context of the interview
 - Quality of self-marketing
 - Appropriate attitudes toward the members of the hiring committee
 - Appropriate answers

3.2 Skill

- **Applying**

Developing a personalized plan of action as part of a job search among potential employers

Offering their services to potential employers by making telephone contact, sending out applications and following up

Doing well in hiring interviews with potential employers

4. TABLE OF DIMENSIONS

Skill	Themes	Plan of action	Services offered to potential employers	Hiring interviews with potential employers
<p>Applying 100%</p>	<p>- Personalized plan</p> <p>(1)</p>	<p>- Telephone contact - Applications sent out - Follow-up</p> <p>(2)</p>	<p>- Punctuality at interview - Personal appearance appropriate for the context of the interview - Quality of self-marketing - Appropriate attitudes toward the members of the hiring committee - Appropriate answers</p> <p>(3)</p>	<p>20% 40% 40%</p>

5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected behaviour for course SVI-1010-2 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 behaviour of the course: “**use vocational integration methods with potential employers.**” The themes and skill have been selected and weighted in accordance with the prescribed conditions for performance evaluation, specific and general performance criteria and second-level operational objectives.

Thus, the students come to **apply** vocational integration methods such as plans of action, applications and hiring interviews with potential employers.

Emphasis is placed on the students' ability to:

Content	Explanation of Content
<ul style="list-style-type: none"> - Develop a personalized plan of action as part of a job search among potential employers 	Because of: <ul style="list-style-type: none"> - the potential for generalizing learning - the potential for seeking meaning in their learning
<ul style="list-style-type: none"> - Offer their services to potential employers by making telephone contact, sending out applications and following up - Doing well in hiring interviews with potential employers 	Because of: <ul style="list-style-type: none"> - the potential for transferring learning - the contribution to the process of vocational integration

The themes and skill are weighted as follows:

Themes		Skill	
Plan of action	20%	Applying	20%
Services offered to potential employers	40%	Applying	40%
Hiring interviews with potential employers	40%	Applying	40%

6. OBSERVABLE BEHAVIOURS

Weighting of items

↓

Numbers in the table of dimensions

↓

- 20% 1) On the basis of a model established during the course, develop a personalized plan of action as part of a job search among potential employers, in accordance with the following **specific performance criteria**:
- inclusion of all appropriate steps (10%)
 - inclusion of all appropriate elements (10%)
- 40% 2) On the basis of a list of potential employers, offer their services by:
- making telephone contact with employers (10%)
 - sending two applications to employers (15%)
 - following up the two applications (15%)
- Criteria:**
- Proper presentation, relevance of contacts and information conveyed (telephone contact)
 - Inclusion and quality of all appropriate documents (applications sent out)
 - Effective reminder of their availability and appropriate verification of the employer's response to their candidacy (follow-up)
- 40% 3) On the basis of actual situations involving potential employers, participate in two hiring interviews in accordance with the following **specific performance criteria**:
- punctuality at interview (4% per interview)
 - personal appearance appropriate for the context of the interview (4% per interview)
 - quality of self-marketing (4% per interview)
 - appropriate attitudes toward the members of the hiring committee (4% per interview)
 - appropriate answers (4% per interview)

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 submit a personalized plan of action as part of a job search among potential employers. The amount of time the students will have to prepare their plan of action 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 plan of action will be used for summative evaluation and be made aware of the evaluation criteria.

Part II is a practical examination focusing on Dimension 2. It is administered at various times deemed appropriate by the school and involves an evaluation checklist. The time allotted to the evaluation of Dimension 2 is also determined by the school. Students must be notified in advance that their performance will be used for summative evaluation and be made aware of the evaluation criteria.

Part III is an oral examination focusing on Dimension 3, and must not exceed 30 minutes. It is administered at a time deemed appropriate by the school and involves an evaluation checklist. Students must be notified in advance that their interview 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.

7.2 Partnership

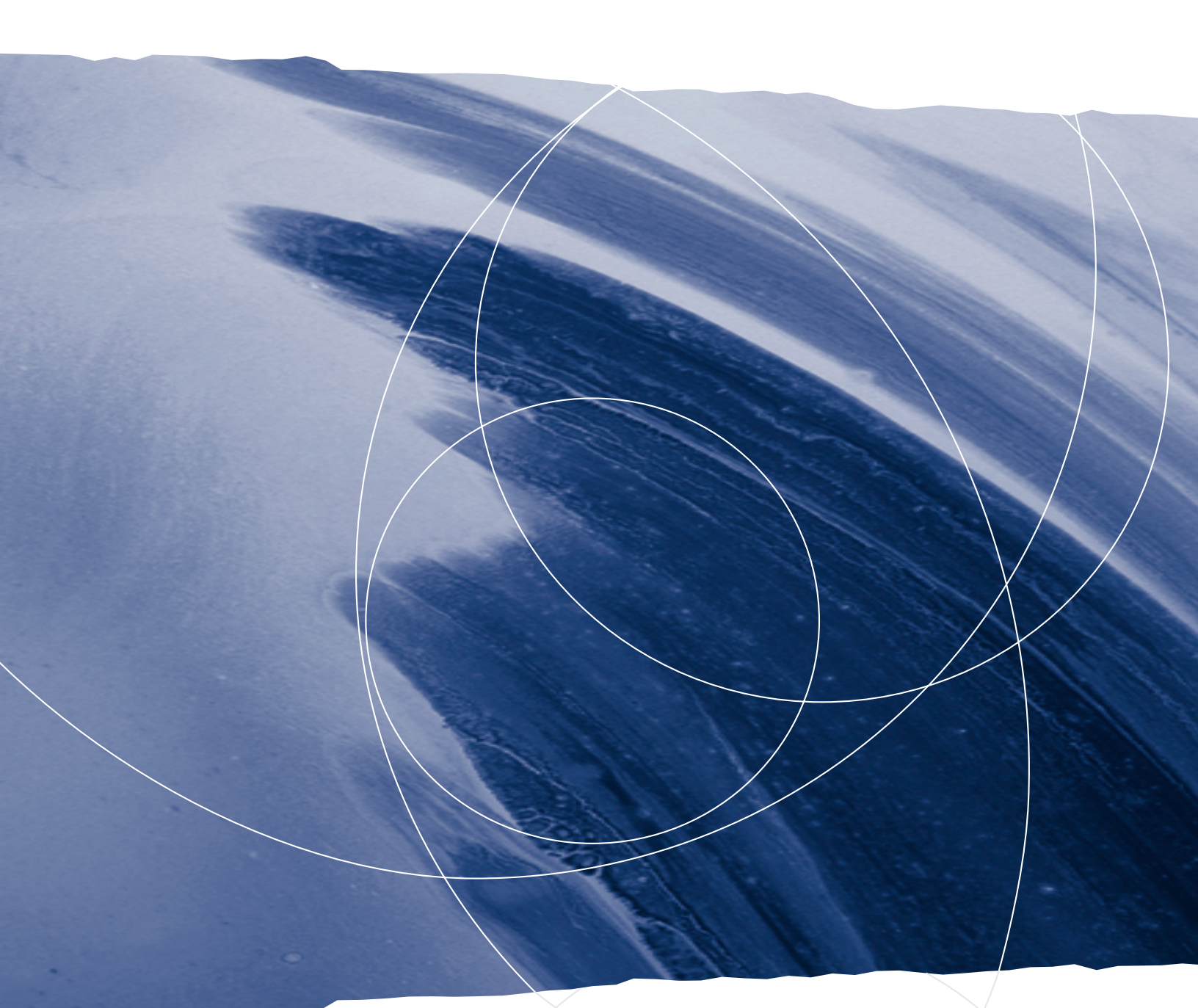
Partners inside or outside the school may participate in the summative evaluation process. It will be necessary to solicit the cooperation of the employers for Part III of the examination.

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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