

*Definition of the Domain
for Summative Evaluation*

Sociovocational Integration Services

SVI-1011-2 Non-Traditional Activities

**Definition of the Domain
for Summative Evaluation**

Sociovocational Integration Services

SVI-1011-2 Non-Traditional Activities

Formation professionnelle et technique
et formation continue

Direction de la formation générale
des adultes

© Gouvernement du Québec
Ministère de l'Éducation, du Loisir et du Sport, 2005 – 05-00392

ISBN 2-550-44766-2 (version imprimée)
ISBN 2-550-44767-0 (PDF)

Legal deposit — Bibliothèque nationale du Québec, 2005

TABLE OF CONTENTS

1.	Introduction	1
2.	Program Orientations and Consequences for Summative Evaluation	2
3.	Course Content	3
3.1	Theme	3
3.2	Skill	3
4.	Table of Dimensions	4
5.	Explanation of the Content and Weighting	5
6.	Observable Behaviours	6
7.	Description of the Examination	7
7.1	Type of Examination	7
7.2	Partnership	7
7.3	Type of Result	7
8.	Bibliography	8

PROGRAM: Sociovocational Integration Services

SECTION 1.1.5: Social, Political and Economic Environment (Practical)

COURSE: SVI-1011-2 Non-Traditional Activities

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 *Non-Traditional Activities* (SVI-1011-2). 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 Theme

- **So-called non-traditional activities**
 - Personal resistances and the limiting effect of conditioning on their attitudes regarding non-traditional activities
 - Potential advantages of pursuing a non-traditional career
 - Non-traditional sectors of activity in which they might be interested
 - Means of obtaining more information about the requirements and conditions in these sectors of activity

3.2 Skill

- **Understanding**

Identifying personal resistances and the limiting effect of conditioning on their attitudes regarding non-traditional activities, and explaining their answer

Identifying potential advantages of pursuing a non-traditional career, and explaining their answer

Identifying non-traditional sectors of activity in which they might be interested, and giving reasons for their choices

Identifying means of obtaining more information about the requirements and conditions in these sectors of activity, and giving reasons for their choices

4. TABLE OF DIMENSIONS

<p style="text-align: center;">Theme</p>	<p style="text-align: center;">So-called non-traditional activities</p>
<p style="text-align: center;">Skill</p>	<p style="text-align: right;">100%</p>
<p style="text-align: center;">Understanding</p> <p style="text-align: center;">100%</p>	<ul style="list-style-type: none"> - Personal resistances and the limiting effect of conditioning on their attitudes regarding non-traditional activities - Potential advantages of pursuing a non-traditional career - Non-traditional sectors of activity in which they might be interested - Means of obtaining more information about the requirements and conditions in these sectors of activity <p>(1)</p> <p style="text-align: right;">100%</p>

5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected outcome for course SVI-1011-2 involves a theme and skill that can be weighted according to their complexity.

The theme and skill for summative evaluation have been selected from among those considered essential for achieving the expected outcome of the course: **“evaluate the appropriateness for them of so-called non-traditional activities.”** This theme and skill have been selected and weighted in accordance with the prescribed specifications and participation criteria.

Thus, the students come to **understand** so-called non-traditional activities.

Emphasis is placed on the students’ ability to:

Content	Explanation of Content
<ul style="list-style-type: none"> - Identify personal resistances and the limiting effect of conditioning on their attitudes regarding non-traditional activities, and explain their answer 	Because of: <ul style="list-style-type: none"> - the use of critical judgment
<ul style="list-style-type: none"> - Identify potential advantages of pursuing a non-traditional career, and explain their answer - Identify non-traditional sectors of activity in which they might be interested, and give reasons for their choices 	Because of: <ul style="list-style-type: none"> - the potential for integrating new information - the potential for seeking meaning in their learning
<ul style="list-style-type: none"> - Identify means of obtaining more information about the requirements and conditions in these sectors of activity, and give reasons for their choices 	Because of: <ul style="list-style-type: none"> - the potential for using resources in their environment

The theme and skill are weighted as follows:

Theme		Skill	
So-called non-traditional activities	100%	Understanding	100%

6. OBSERVABLE BEHAVIOURS

Weighting of items



Numbers in the table of dimensions



1)

- 24% On the basis of the activities carried out and the information gathered during the course, identify:
 – two personal resistances and/or limiting effects of conditioning on their attitudes regarding non-traditional activities (6% per resistance or limiting effect)
- For each of the personal resistances and/or limiting effects of conditioning identified, explain their answer (6% per explanation).
Criteria:
 – Appropriate personal resistances and limiting effects of conditioning identified
 – Coherent explanations given
- 24% On the basis of the activities carried out and the information gathered during the course, identify:
 – three potential advantages of pursuing a non-traditional career (3% per advantage)
- For each of the potential advantages identified, explain their answer (5% per explanation).
Criteria:
 – Appropriate potential advantages identified
 – Coherent explanations given
- 28% On the basis of the activities carried out and the information gathered during the course, identify:
 – two non-traditional sectors of activity in which they might be interested (2% per sector of activity)
- For each non-traditional sector of activity identified, give two reasons for their choice (6% per reason).
Criteria:
 – Appropriate sectors of activity identified
 – Coherent reasons given
- 24% On the basis of the activities carried out and the information gathered during the course, identify:
 – three means of obtaining more information about the requirements and conditions in these sectors of activity (4% per means)
- For each of the means identified, give one reason for their choice (4% per reason).
Criteria:
 – Appropriate means identified
 – Coherent reasons given

7. DESCRIPTION OF THE EXAMINATION

7.1 Type of Examination

The examination required for the summative evaluation can be written or oral, and must not exceed 60 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

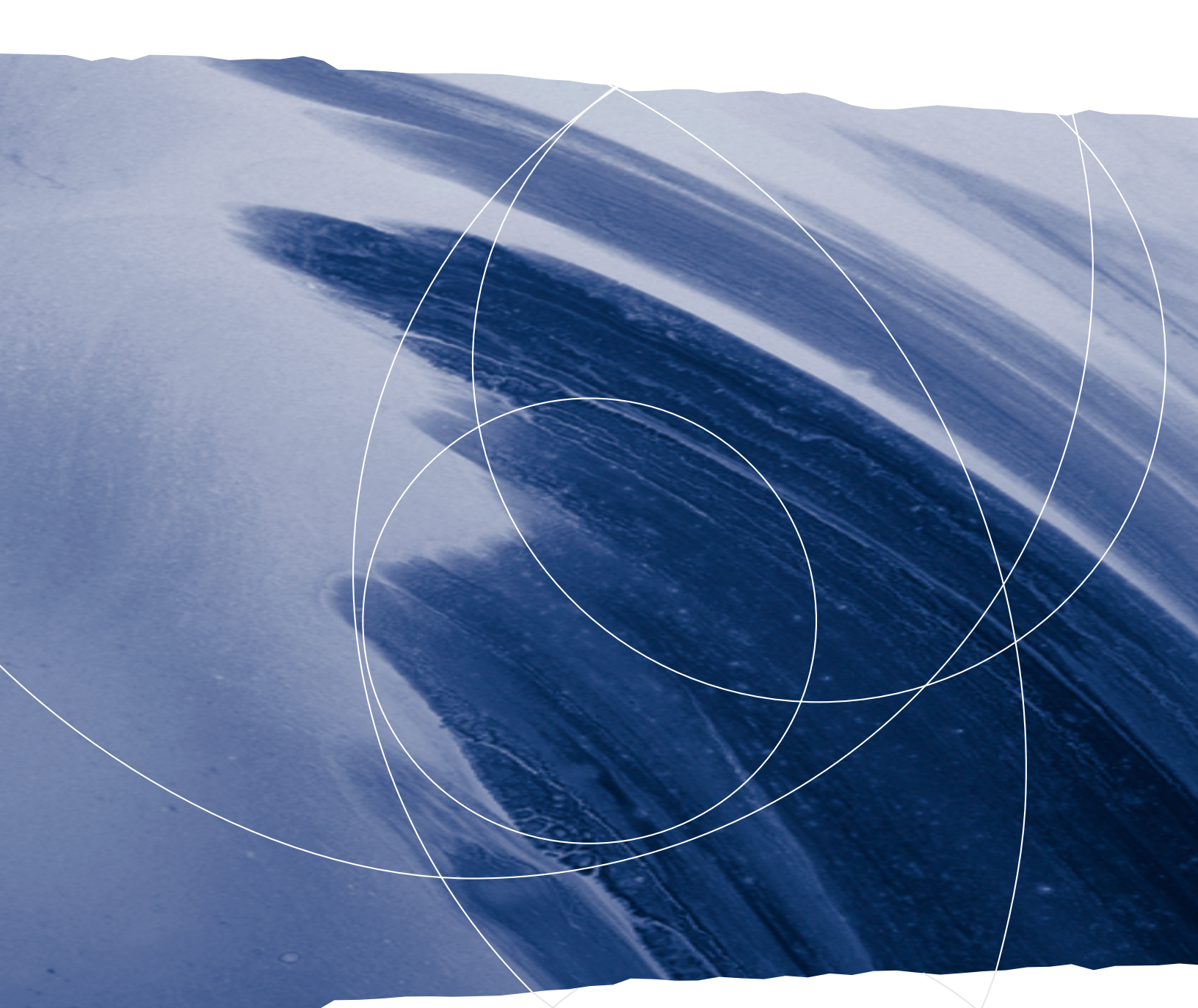
Partners inside or outside the school may participate in the summative evaluation process.

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*.

8. BIBLIOGRAPHY

- D'Hainault, L. *Des fins aux objectifs de l'éducation*. Brussels: Éditions Labor, 1988.
- De Landsheere, V., and G. De Landsheere. *Définir les objectifs de l'éducation*. Paris: P.U.F., 1976.
- Lavallée, M. *Taxonomie des objectifs pédagogiques*. Vol. 1. Montréal: Éducation Nouvelle, 1969.
- Lavallée, M. *Taxonomie des objectifs pédagogiques*. Vol. 2. Montréal: Éducation Nouvelle, 1969.
- Legendre, R. *Dictionnaire actuel de l'éducation*. Montréal: Guérin, 1993.
- Morissette, D., and M. Gingras. *Enseigner des attitudes, planifier, intervenir, évaluer*. Québec: Les Presses de l'Université Laval, 1989, p. 86, 88, 91, 122, 155, 156, 165 and 166.
- Québec. Ministère de l'Éducation. *Guide: Design and Development of Measurement Instruments in General Education*. Québec: Gouvernement du Québec, 1993.
- Québec. Ministère de l'Éducation, Direction de la formation générale des adultes. *Program: Sociovocational Integration Services*. Québec: Gouvernement du Québec, 2002.
- Québec. Ministère de l'Éducation, Direction générale de l'éducation des adultes. *Administrative Manual for the Certification of Studies in General Education for Adults and in Vocational Training*. Québec: Gouvernement du Québec, 2004.
- Québec. Ministère de l'Éducation, Direction générale de l'éducation des adultes. *Guide d'élaboration des instruments d'évaluation sommative à l'éducation des adultes*. 2nd ed. Québec: Gouvernement du Québec, 1988.



Éducation,
Loisir et Sport

Québec



41-8028-DDE-A