

*Definition of the Domain
for Summative Evaluation*

Sociovocational Integration Services

SVI-1014-1 Plan of Action

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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 1.1.5: Social, Political and Economic Environment (Practical)

COURSE: SVI-1014-1 Plan of Action

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 *Plan of Action* (SVI-1014-1). 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

- **Steps of their plan of action**
 - Measures necessary to achieve each step
 - Short-, medium- and long-term projections
 - Requirements imposed by the choices they have made
- **Realism of their plan of action**
 - Personal factors
 - External factors
 - Possible difficulties and ways to deal with them

3.2 Skills

- **Synthesizing**

Developing a plan of action on the basis of their occupational choice and their self-evaluation and taking into account the measures necessary to achieve each step, short-, medium- and long-term projections, and the requirements imposed by the choices they have made
- **Evaluating**

Evaluating the realism of their plan of action with respect to personal factors, external factors, and possible difficulties and ways to deal with them

4. TABLE OF DIMENSIONS

<p style="text-align: center;">Themes</p>	<p style="text-align: center;">Steps of their plan of action</p>	<p style="text-align: center;">Realism of their plan of action</p>
<p style="text-align: center;">Skills</p>	<p>60%</p>	<p>40%</p>
<p style="text-align: center;">Synthesizing</p> <p style="text-align: center;">60%</p>	<ul style="list-style-type: none"> - Measures necessary to achieve each step - Short-, medium- and long-term projections - Requirements imposed by the choices they have made <p>(1) 60%</p>	
<p style="text-align: center;">Evaluating</p> <p style="text-align: center;">40%</p>		<ul style="list-style-type: none"> - Personal factors - External factors - Possible difficulties and ways to deal with them <p>(2) 40%</p>

5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected behaviour for course SVI-1014-1 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: “**develop their own plan of action.**” 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 objective.

Thus, the students come to **synthesize** the steps of their plan of action and **evaluate** its realism.

Emphasis is placed on the students’ ability to:

Content	Explanation of Content
<ul style="list-style-type: none"> - Develop a plan of action on the basis of their occupational choice and their self-evaluation and taking into account the measures necessary to achieve each step, short-, medium- and long-term projections, and the requirements imposed by the choices they have made 	Because of: <ul style="list-style-type: none"> - the potential for seeking meaning in their experiences - the potential for transferring learning
<ul style="list-style-type: none"> - Evaluate the realism of their plan of action with respect to personal factors, external factors, and possible difficulties and ways to deal with them 	Because of: <ul style="list-style-type: none"> - the use of critical judgment - the potential for using resources in their environment

The themes and skills are weighted as follows:

Themes		Skills	
Step of their plan of action	60%	Synthesizing	60%
Realism of their plan of action	40%	Evaluating	40%

6. OBSERVABLE BEHAVIOURS

Weighting of items



Numbers in the table of dimensions



- 60% 1) On the basis of their occupational choice and their self-evaluation, develop a plan of action in accordance with a model established during the course and containing the following elements:
- one measure necessary to achieve each step in their plan of action (20%)
 - one requirement imposed by each of the choices they have made (20%)
 - one short-, medium- and long-term projection related to each of the requirements identified (20%)
- Criteria:**
- Appropriate measures, requirements and projections identified
 - Requirements consistent with the measures identified
 - Projections consistent with the requirements identified
- 40% 2) Evaluate the realism of their plan of action, taking into account the following personal and external factors:
- self-confidence (5%)
 - safety (5%)
 - environment (5%)
 - support (5%)
- Criterion:**
- Considerations consistent with reality
- Evaluate the realism of their plan of action, taking into account:
- two possible difficulties of implementing it (5% per difficulty)
 - one way of dealing with each of the difficulties identified (5% per way)
- Criteria:**
- Appropriate difficulties identified
 - Solutions consistent with difficulties identified

7. DESCRIPTION OF THE EXAMINATION

7.1 Type of Examination

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

Part I of the examination focuses on Dimension 1. The students are required to submit a plan of action. The amount of time the students will have to develop 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 of the examination focuses on Dimension 2, and must not exceed 30 minutes. It is administered at the end of the course. Students are permitted to use course notes, their plan of action 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.

The results obtained in the evaluation of Dimension 1 of this examination may be used to evaluate Dimension 2 of the course entitled *Career Choice Education* (SVI-1005-2).

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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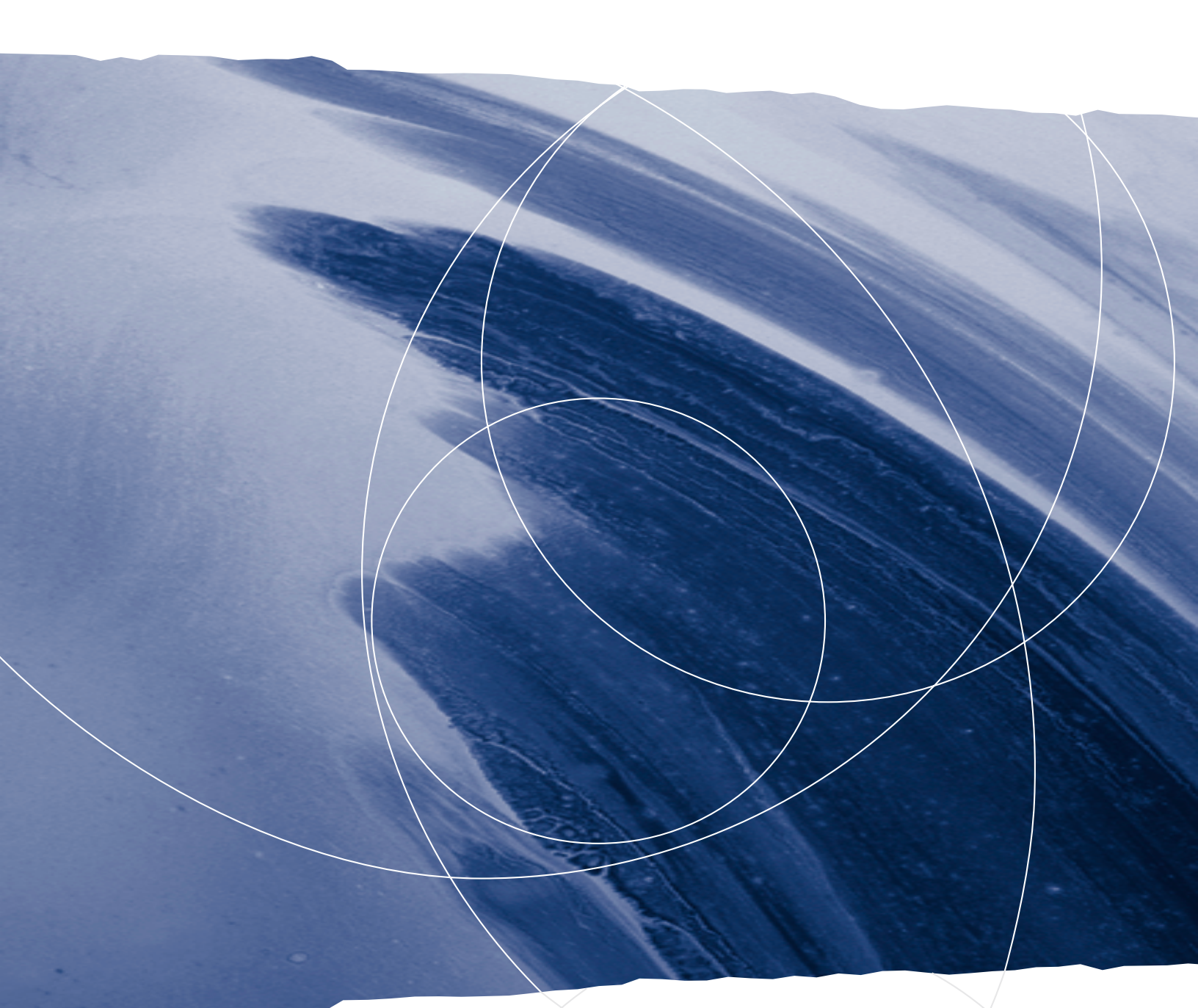
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