

*Definition of the Domain  
for Summative Evaluation*

# Sociovocational Integration Services

**SVI-1029-1 Practicum : Acquiring Sociovocational  
Skills**

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## **SVI-1029-1 Practicum : Acquiring Sociovocational Skills**

Formation professionnelle et technique  
et formation continue

Direction de la formation générale  
des adultes

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**PROGRAM:** Sociovocational Integration Services

**SECTION 1.2.7:** Acquiring Sociovocational Skills

**COURSE:** SVI-1029-1 Practicum: Acquiring Sociovocational Skills

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## 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: Acquiring Sociovocational Skills* (SVI-1029-1). 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.

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\* 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

- **Adoption of sociovocational attitudes consistent with the workplace**  
– Evaluation of the attainment of their personal objectives with respect to the sociovocational skills to be developed

#### 3.2 Skill

- **Synthesizing**  
Producing an evaluation of the attainment of their personal objectives with respect to the sociovocational skills to be developed

#### 4. TABLE OF DIMENSIONS

<p><b>Skill</b></p>	<p><b>Theme</b></p> <p><b>Adoption of sociovocational attitudes consistent with the workplace</b></p> <p style="text-align: right;">100%</p>
<p><b>Synthesizing</b></p> <p>100%</p>	<p>- Evaluation of the attainment of their personal objectives with respect to the sociovocational skills to be developed</p> <p>(1)</p> <p style="text-align: right;">100%</p>



## 5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected outcome for course SVI-1029-1 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: **“adopt sociovocational attitudes consistent with the workplace.”** This theme and skill have been selected and weighted in accordance with the prescribed specifications, participation criteria and second-level operational objective.

Thus, the students come to **synthesize** the adoption of sociovocational attitudes consistent with the workplace.

Emphasis is placed on the students' ability to:

Content	Explanation of Content
<ul style="list-style-type: none"> <li>- Produce an evaluation of the attainment of their personal objectives with respect to the sociovocational skills to be developed</li> </ul>	Because of: <ul style="list-style-type: none"> <li>- the use of critical judgment</li> <li>- the potential for generalizing learning</li> <li>- the potential for transferring learning</li> <li>- the contribution to the process of vocational integration</li> </ul>

The theme and skill are weighted as follows:

<b>Theme</b>		<b>Skill</b>	
Adoption of sociovocational attitudes consistent with the workplace	100%	Synthesizing	100%

## 6. OBSERVABLE BEHAVIOURS

Weighting of items



Numbers in the table of dimensions



- 100% 1) On the basis of their observations and experiences during the practicum, produce an evaluation of the attainment of their personal objectives with respect to the sociovocational skills to be developed, including the following elements:
- two sociovocational attitudes appropriate to the workplace chosen (10% per attitude)
  - one personal objective with respect to each attitude identified (10% per objective)
  - one weakness with respect to each personal objective to be attained (15% per improvement)
  - one possible solution for each weakness (15% per solution)
- Criteria:**
- Appropriate sociovocational attitudes identified
  - Personal objectives to be attained consistent with these attitudes
  - Weaknesses consistent with the personal objectives to be attained
  - Possible solutions consistent with the weaknesses

## **7. DESCRIPTION OF THE EXAMINATION**

### **7.1 Type of Examination**

The examination required for the summative evaluation can be written or oral, and is administered at the end of the course. Students must submit an evaluation of the attainment of their personal objectives with respect to the sociovocational skills to be developed. The amount of time the students have to prepare their evaluation is to be determined by the school. Students must be notified in advance that their evaluation 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**

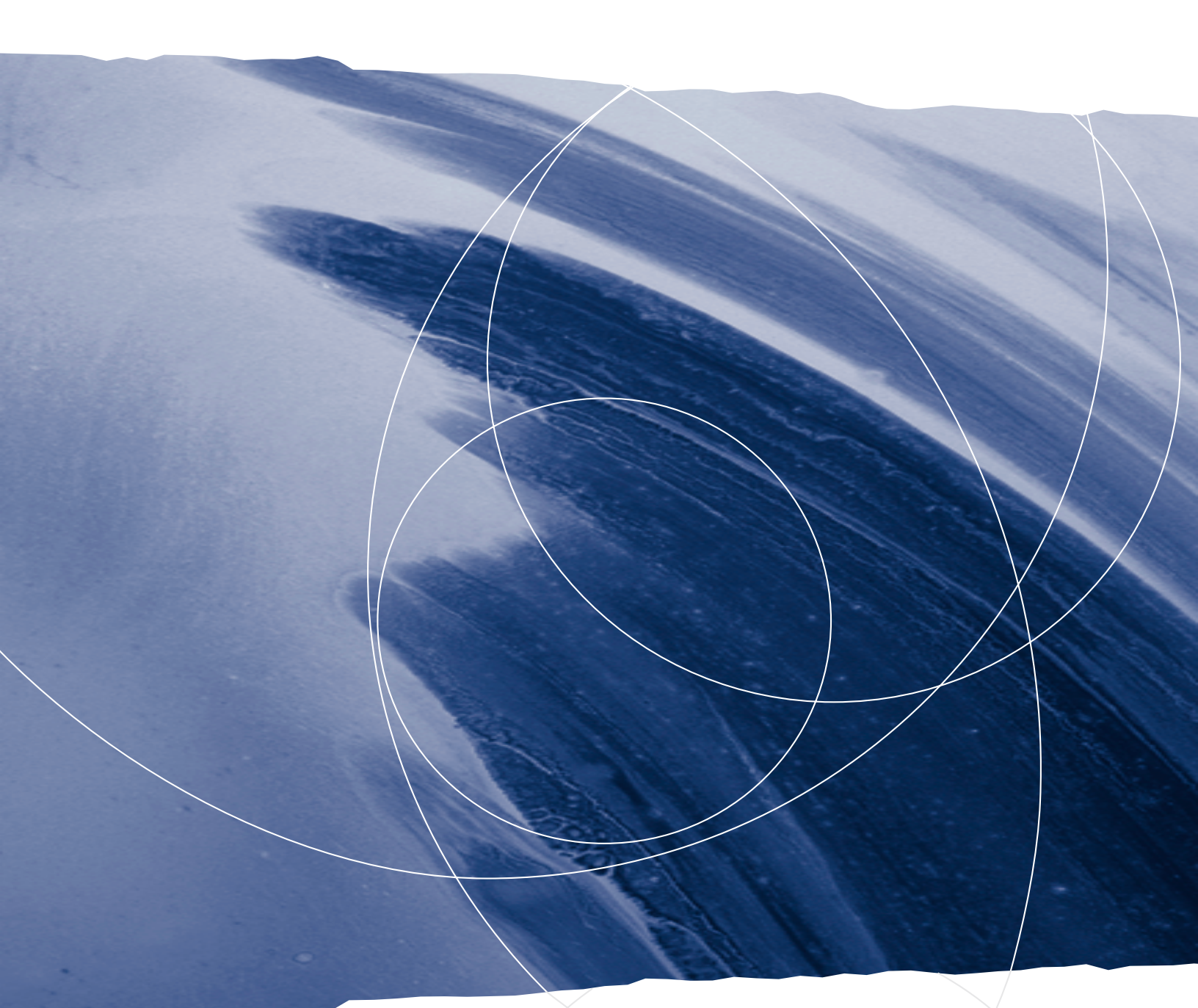
Partners inside or outside the school may participate in the summative evaluation process.

### **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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