

*Definition of the Domain
for Summative Evaluation*

Sociovocational Integration Services

SVI-1032-2 Keeping a Job

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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 2.1.2: Keeping a Job

COURSE: SVI-1032-2 Keeping a Job

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 *Keeping a Job* (SVI-1032-2). 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

- **Techniques and resources to keep a job**
 - Obstacles to their keeping a job
 - Techniques to improve their ability to keep a job in the short term
 - Personal evaluation with a view to improving their ability to keep a job in the medium and long term

3.2 Skills

- **Understanding**

Identifying obstacles to their keeping a job, and explaining their answer
- **Applying**

Applying techniques to improve their ability to keep a job in the short term
- **Evaluating**

Doing a personal evaluation with a view to improving their ability to keep a job in the medium and long term, in accordance with the specific performance criteria established during the course

4. TABLE OF DIMENSIONS

Theme	Techniques and resources to keep a job
Skills	100%
Understanding 30%	- Obstacles to their keeping a job (1) 30%
Applying 50%	- Techniques to improve their ability to keep a job in the short term (2) 50%
Evaluating 20%	- Personal evaluation with a view to improving their ability to keep a job in the medium and long term (3) 20%

5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected behaviour for course SVI-1032-2 involves a theme and skills that can be weighted according to their complexity.

The theme and skills for summative evaluation have been selected from among those considered essential for achieving the expected behaviour of the course: **“use techniques and resources to keep a job.”** The theme and skills have been selected and weighted in accordance with the prescribed evaluation criteria, general and specific performance criteria and second-level operational objectives, in particular the specific objectives of Section 2.1.2.

Thus, the students come to **understand, apply** and **evaluate** techniques and resources to keep a job.

Emphasis is placed on the students' ability to:

Content	Explanation of Content
- Identify obstacles to their keeping a job, and explain their answer	Because of: <ul style="list-style-type: none"> - the use of critical judgment - the potential for generalizing learning
- Apply techniques to improve their ability to keep a job in the short term	Because of: <ul style="list-style-type: none"> - the potential for solving problems - the potential for transferring learning
- Do a personal evaluation with a view to improving their ability to keep a job in the medium and long term, in accordance with the specific performance criteria established during the course	Because of: <ul style="list-style-type: none"> - the potential for transferring learning - the contribution to the process of vocational integration

The theme and skills are weighted as follows:

Theme		Skills	
Techniques and resources to keep a job	100%	Understanding	30%
		Applying	50%
		Evaluating	20%

6. OBSERVABLE BEHAVIOURS

Weighting of items



Numbers in the table of dimensions



- 30% 1) On the basis of their past experiences as workers examined during the course and on the basis of their current employment conditions, identify:
- one intrinsic obstacle to keeping their job (2%)
 - one extrinsic obstacle to keeping their job (2%)
 - one current employment condition that could be an obstacle to keeping their job (2%)
 - one official rule or norm in the workplace that could be an obstacle to keeping their job (2%)
 - one unofficial rule or norm in the workplace that could be an obstacle to keeping their job (2%)
 - one personal factor in their situation as workers that could be an obstacle to keeping their job (2%)

For each element identified, explain their answer (3% per explanation).

Criteria:

- Appropriate elements identified
 - Coherent explanations given
- 50% 2) On the basis of problems in keeping a job that they are currently experiencing, apply techniques to improve their ability to keep a job in the short term, in accordance with the following **specific performance criteria**:
- realistic awareness of their responsibility in dealing with the problem (10%)
 - exhaustive identification of areas where they can take action (10%)
 - identification of areas that take priority (10%)
 - effective application of a problem-solving process (10%)
 - emotional self-control (10%)
- 20% 3) On the basis of all the activities carried out during the course, do a personal evaluation with a view to improving their ability to keep a job in the medium and long term, in accordance with the following **specific performance criteria**:
- presentation of a plan of action to attain personal objectives in the medium and long term (5%)
 - accurate identification of means to take to maintain a satisfactory quality of life at work (5%)
 - establishment of an effective support network (5%)
 - autonomous follow-up of the process of improving their personal situation (5%)

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 or oral examination focusing on Dimension 1. It is administered during the first portion of the course, at a time deemed appropriate by the school, and must not exceed 45 minutes. Students are permitted to use their past experiences as workers and other information.

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 a written or oral presentation focusing on Dimension 3, and must not exceed 30 minutes. It is administered at the end of the course. The time the students have to do their personal evaluation is determined by the school. Students must 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

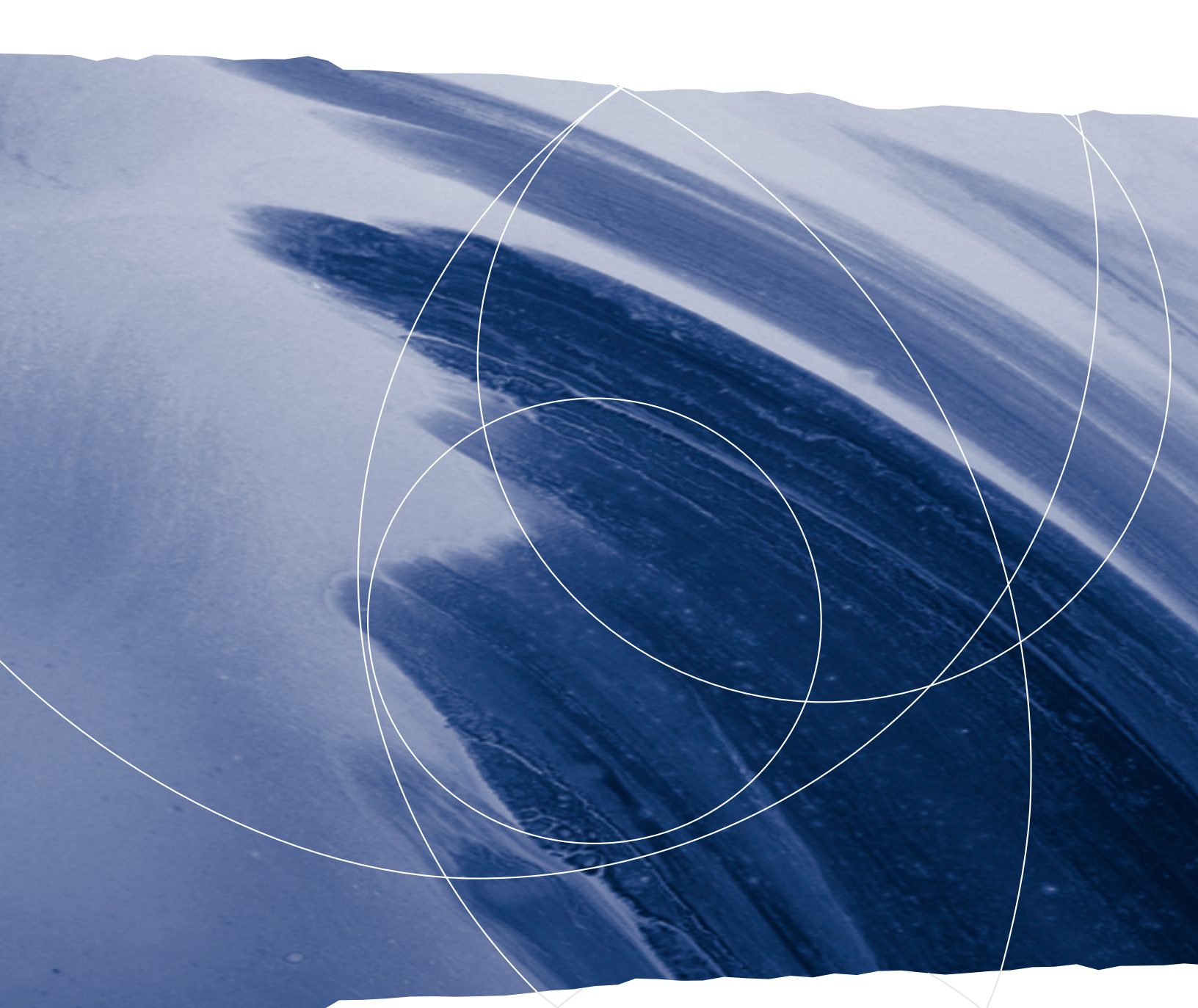
Partners inside or outside the school may participate in the summative evaluation process. It will be necessary to solicit the cooperation of the students' employers for Part II of the examination.

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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