

*Definition of the Domain
for Summative Evaluation*

Sociovocational Integration Services

SVI-1042-1 Oral Communication Skills at Work

**Definition of the Domain
for Summative Evaluation**

Sociovocational Integration Services

SVI-1042-1 Oral Communication Skills at Work

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 2-550-44936-3 (version imprimée)
ISBN 2-550-44937-1 (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	Themes	3
3.2	Skills	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 1.2.2: Communication

COURSE: SVI-1042-1 Oral Communication Skills at Work

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 *Oral Communication Skills at Work* (SVI-1042-1). 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

- **Oral communication with co-workers**
 - Checking the perceptions of the persons spoken to
 - Expression of their own perceptions
 - Appropriate vocabulary
 - Appropriate nonverbal attitude

- **Oral communication with superiors**
 - Precise formulation of suggestions, facts, ideas, etc.
 - Clear expression
 - Appropriate level of language
 - Appropriate attitude of active listening

- **Evaluation of their oral communication skills**
 - Points to be improved

3.2 Skills

- **Applying**

Communicating orally with co-workers and superiors in hypothetical work situations

- **Evaluating**

Considering points to be improved in terms of their oral communication skills, in hypothetical work situations

4. TABLE OF DIMENSIONS

Themes Skills	Oral communication with co-workers 40%	Oral communication with superiors 40%	Evaluation of their oral communication skills 20%
<p>Applying 80%</p>	<ul style="list-style-type: none"> - Checking the perceptions of the persons spoken to - Expression of their own perceptions - Appropriate vocabulary - Appropriate nonverbal attitude <p>(1) 40%</p>	<ul style="list-style-type: none"> - Precise formulation of suggestions, facts, ideas, etc. - Clear expression - Appropriate level of language - Appropriate attitude of active listening <p>(2) 40%</p>	
<p>Evaluating 20%</p>			<ul style="list-style-type: none"> - Points to be improved <p>(3) 20%</p>

5. EXPLANATION OF THE CONTENT AND WEIGHTING

The expected behaviour for course SVI-1042-1 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: “**communicate orally at work.**” These themes and skills have been selected and weighted in accordance with the prescribed evaluation criteria, general and specific performance criteria and second-level operational objectives.

Thus, the students come to **apply** and **evaluate** their oral communication skills with co-workers and superiors.

Emphasis is placed on the students’ ability to:

Content	Explanation of Content
<ul style="list-style-type: none"> - Communicate orally with co-workers and superiors in hypothetical work situations 	Because of: <ul style="list-style-type: none"> - the potential for transferring learning
<ul style="list-style-type: none"> - Consider points to be improved in terms of their oral communication skills, in hypothetical work situations 	Because of: <ul style="list-style-type: none"> - the use of critical judgment

The themes and skills are weighted as follows:

Themes		Skills	
Oral communication with co-workers	40%	Applying	40%
Oral communication with superiors	40%	Applying	40%
Evaluation of their oral communication skills	20%	Evaluating	20%

6. OBSERVABLE BEHAVIOURS

Weighting of items

↓

Numbering in the table of dimensions

↓

- 40% 1) On the basis of a hypothetical work situation involving co-workers, communicate orally, in accordance with the following **specific performance criteria**:
- checking the perceptions of the persons spoken to (10%)
 - expression of their own perceptions (10%)
 - appropriate vocabulary (10%)
 - appropriate nonverbal attitude (10%)
- 40% 2) On the basis of a hypothetical work situation involving superiors, communicate orally, in accordance with the following **specific performance criteria**:
- precise formulation of suggestions, facts, ideas, etc. (10%)
 - clear expression (10%)
 - appropriate level of language (10%)
 - appropriate attitude of active listening (10%)
- 20% 3) On the basis of the simulation exercises carried out during the course, consider:
- two points to be improved with respect to their oral communication with co-workers in a work context (5% per point)
 - two points to be improved with respect to their oral communication with superiors in a work context (5% per point)
- Criterion:**
- Appropriate points considered

7. DESCRIPTION OF THE EXAMINATION

7.1 Type of Examination

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

Part I is an oral examination focusing on Dimension 1, and must not exceed 30 minutes. It is administered at a time deemed appropriate by the school, and involves an evaluation checklist. Students are not permitted to use course notes or other information.

Part II is an oral examination focusing on Dimension 2, and must not exceed 30 minutes. It is administered at a time deemed appropriate by the school and involves an evaluation checklist. Students are not permitted to use course notes or other information.

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. 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

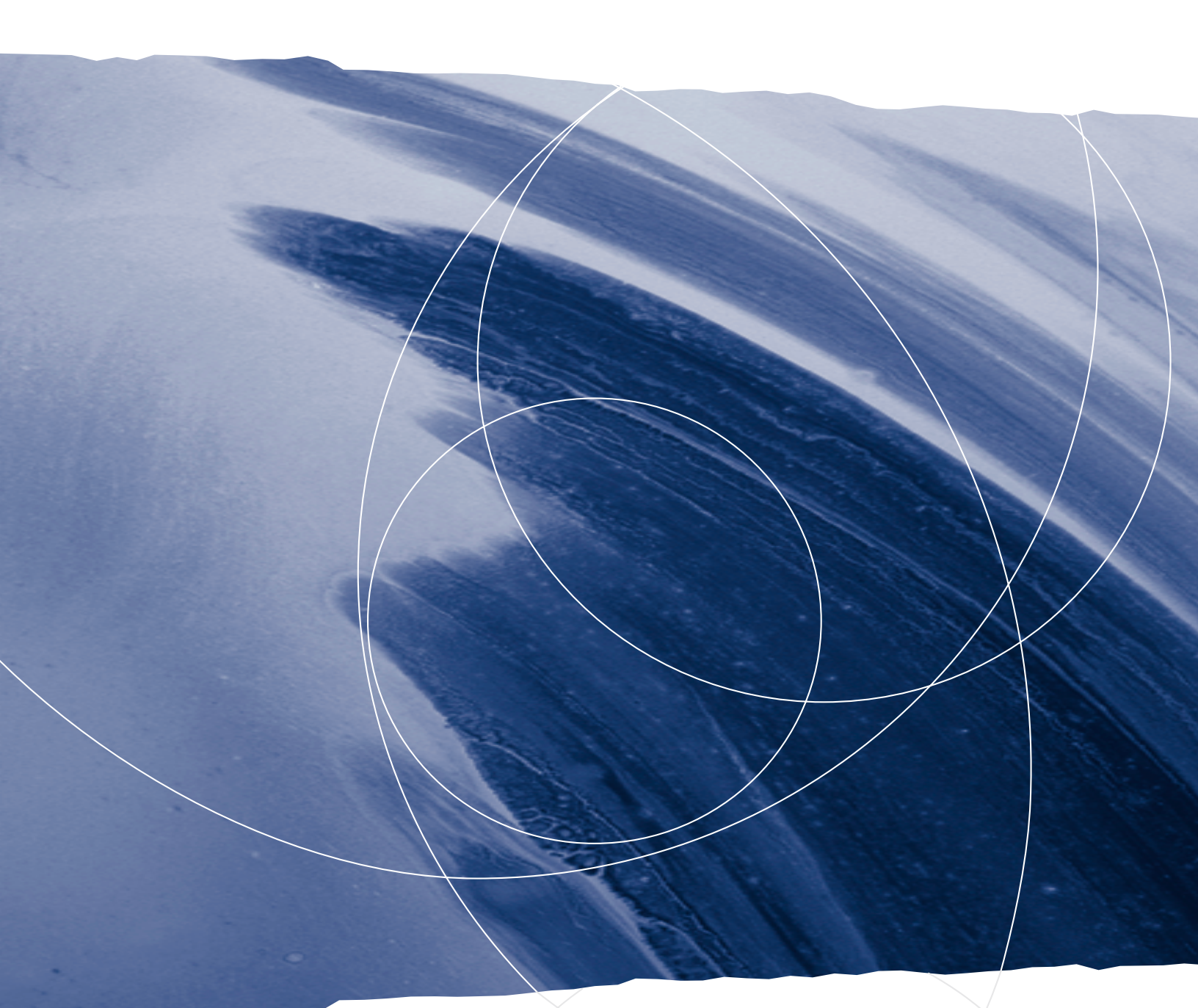
Partners inside or outside the school may participate in the summative evaluation process.

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



41-8046-DDE-A