



DEFINITION OF THE EVALUATION DOMAIN

Course

Computer Document Production

CMP-P102-2

Program of Study

Computer Science

September 2008

Elements of the Definition of the Evaluation Domain

The definition of the evaluation domain developed for a course is intended to provide information on the related content and weighting of the evaluation of learning, both in support of learning and for certification and recognition purposes. It also contains information concerning the specifications of the evaluation situation for certification purposes for the course concerned.

The **class of situations** specifies the context in which learning and evaluation are conducted.

Evaluation criteria are the essential subjects for defining the evaluation domain. Found in the courses, they are important qualitative benchmarks required for the evaluation of learning. The categories of actions are used to define the evaluation criteria.

The **indicators** are derived from the end-of-course outcomes. They represent the observable behaviours in an evaluation situation. The indicators make the evaluation criteria operational.

The **operational competencies** are integrated into the indicators of the evaluation criteria. Analysis of the course content has revealed that the actions related to the operational competencies are closely linked to the indicators. When an indicator is linked to an operational competency, it is specified next to the indicator.

The **essential knowledge** is part of a group of resources to be used in dealing with an evaluation situation, as are the operational competencies.

Weighting is established by taking into account the relative importance of the evaluation criteria, the relative importance of the essential knowledge used and the teaching time required for the categories of actions associated with the evaluation criterion.

The section on the **evaluation content and weighting** ensures correspondence between a course and the evaluation situations, whether in support of learning or for certification and recognition purposes.

The section on the **specifications of the evaluation situation** provides the guidelines for determining evaluation situations for certification and recognition purposes.

Note: The elements of the Definition of the Evaluation Domain are defined by the ministère de l'Éducation, du Loisir et du Sport.

Evaluation Content and Weighting
Course: *Computer Document Production*
CMP-P102-2

Course: Computer Document Production Subject Area: Mathematics, Science and Technology Program of Study: Computer Science	Operational Competencies ¹ : <ul style="list-style-type: none"> • Communicates. (OC1) • Acts methodically. (OC3)
Class of Situations Producing a computer document	
Evaluation Criterion: C1 Accurately identifies the communication need (20 %)	
Indicators:	
1.1 Determine the purpose(s) of the communication. (OC1) 1.2 Plan the steps required to complete the task. (OC3)	
Evaluation Criterion: C2 Selects the appropriate application (15 %)	
Indicators:	
2.1 Consider the communication intention. (OC1) 2.2 Identify the constraints associated with the document to be produced. (OC3) 2.3 Select the appropriate application for the task (OC3)	
Evaluation Criterion: C3 Methodically applies the steps in the document production process (65 %)	
Indicators:	
3.1 Follow instructions. (OC3) 3.2 Use the options and commands correctly. 3.3 Use the spell and grammar check tools.(OC1) 3.4 Select the options required for a suitable page layout. 3.5 Save his/her document. 3.6 Distribute his/her document. 3.7 Evaluate his/her method and the results obtained. (OC3)	

¹ The operational competencies addressed in Common Core Basic Education are: communicates (OC1), cooperates (OC2), acts methodically (OC3), uses creativity (CP4), exercises critical and ethical judgment (OC5) and thinks logically (OC6). The operational competencies develop throughout the adult program in different courses. An analysis of the course contents has revealed that their manifestation is directly linked to the indicators of the evaluation criteria, as well as to the end-of-course outcomes.

Specifications for the Evaluation Situation Sanction and Certification

The Evaluation Situation for Certification Purposes

The evaluation situation must be developed within the Class of Situations « *Producing a computer document* ». The situation must be global, complex and significant for the adult. The situation comprises several tasks associated with the evaluation criteria indicators.

The Evaluation Criteria and Indicators

All evaluation criteria must be addressed in the evaluation situation for certification, however all indicators are not automatically measured. A sufficient number of indicators must be retained to ensure that each criterion is justly measured.

- ❖ **(C1) Accurately identifies the communication need**
For this criterion, the measured indicators must be chosen from 1.1 to 1.2.
- ❖ **(C2) Selects the appropriate application**
For this criterion, the measured indicators must be chosen from 2.1 to 2.3.
- ❖ **(C3) Methodically applies the steps in the document production process**
For this criterion, the measured indicators must be chosen from 3.1 to 3.7.

Justification of Weighting

Methodically applying the steps in the document production process (C3) is the core of the competency. Therefore, it is given the highest weighting. Of next importance is identifying the communication need (C1), followed by selecting the appropriate application (C2), a step that requires less time.

Essential Knowledge

The essential knowledge contained in the evaluation situation for certification purposes may be chosen from:

- ❖ Document layout
- ❖ Preparing a spreadsheet
- ❖ Creating a computer graphic composition

Data Collecting Tools

The data collection tools chosen must be pertinent for each evaluation criterion and the related tasks.

Evaluation Instruments

The preferred evaluation instrument in an evaluation situation for certification and recognition purposes is the criterion-referenced evaluation grid. An adult's performance is translated into an evaluation grid for each criterion. The grid is designed in relation to the data collected by the collection tools linked to the indicators measured.

Specific Conditions

- The time required to complete an evaluation situation will be related to the complexity of the tasks.
- All required tasks of the evaluation situation must be completed within a one to three hour timeframe.
- The use of reference documents and class notes are allowed.

Communication of Result

The result may be communicated as « Pass » or « FAIL » or as a « MARK ». The pass mark is 60 % for the complete evaluation situation.