DEFINITION OF THE EVALUATION DOMAIN

Course
Computer Integration
CMP-1101-2

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 Integration*
CMP-1101-2

Course: Computer Integration	Operational Competencies[1]:
Subject Area: Mathematics, Science and Technology	• Uses creativity. (OC4)
Program of Study: Computer Science	• Thinks logically. (OC6)

Class of Situations
Assembling a document for distribution

Evaluation Criterion: C1 Rigorously prepares for the task	**(35 %)**

Indicators:

1.1	Clarify the assembly needs considering the source documents. (OC6)
1.2	Design an original product inspired from similar documents. (OC4)
1.3	Produce a model, sketch or storyboard.
1.4	Select an appropriate software application to integrate the source documents. (OC6)
1.5	Gather or produce the necessary source documents.
1.6	Verify his/her spelling and grammar.
1.7	File the documents in a folder created for that purpose.

Evaluation Criterion: C2 Assembles several source documents in a coherent way to form a single document	**(45 %)**

Indicators:

2.1	Organize and respect a timeline.
2.2	Follow a coherent production and revision process. (OC6)
2.3	Use the commands and functions required for the task. (OC6)
2.4	Find solutions to problems using available information sources (Help, Internet or Reference Manuals). (OC4)
2.5	Efficently and coherently, combine a maximum of three sources documents.
2.6	Create an aesthetically pleasing and coherent page layout that highlights the most important elements. (OC4)
2.7	Process the information in a personal way. (OC4)

Evaluation Criterion: C3 Distributes the final product in a coherent and effective way	**(20 %)**

Indicators:

3.1	Ensure that the document is suited to the distribution method selected.
3.2	Make any necessary corrections.
3.3	Distribute the final product (print, presentation, post on-line).
3.4	Use the appropriate operations to post on-line.

---

[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.

<h1>Specifications for the Evaluation Situation
Sanction and Certification</h1>

The Evaluation Situation for Certification Purposes

The evaluation situation must be developed within the Class of Situations « *Assembling a document for distribution* ». 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)   Rigorously prepares for the task**

> For this criterion, the measured indicators must be chosen from 1.1 to 1.7.

❖ **(C2)   Assembles several source documents in a coherent way to form a single document**

> For this criterion, the measured indicators must be chosen from 2.1 to 2.7.

❖ **(C3)   Distributes the final product in a coherent and effective way**

> For this criterion, the measured indicators must be chosen from 3.1 to 3.4.

Justification of Weighting

The ability to assemble several source documents into a coherent single document (C2) is the core of the competency, and is therefore given the highest weighting. Rigorous preparation for the task (C1) is next in importance. The task with the lowest weighting affords the least amount of time, the distribution of the final product (C3).

Essential Knowledge

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

❖ Preproduction
❖ Production
❖ Postproduction

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 class notes is 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.