



## **DEFINITION OF THE EVALUATION DOMAIN**

**Course**

*Computer Network Communications*

**CMP-2101-1**

**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 Network Communications***  
**CMP-2101-1**

Course: Computer Network Communications Subject Area: Mathematics, Science and Technology Program of Study: Computer Science	Operational Competencies <sup>1</sup> : <ul style="list-style-type: none"> <li>• Communicates. (OC1)</li> <li>• Exercises critical and ethical judgment. (OC5)</li> </ul>
<b>Class of Situations</b> <b>Communicating by means of a computer</b>	
<b>Evaluation Criterion: C1 Engages in appropriate exchanges of relevant messages using a computer (65 %)</b>	
<b>Indicators:</b> <u><b>As a sender</b></u> <ol style="list-style-type: none"> <li>1.1 Properly use functions of the medium to send computerized messages.</li> <li>1.2 Respect netiquette. (OC5)</li> <li>1.3 Apply the normal communication conventions and codes of the support medium used. (OC1)</li> <li>1.4 Apply rules of language to produce a clear and coherent message. (OC1)</li> <li>1.5 Evaluate the relevance of beginning or continuing a discussion. (OC5)</li> </ol> <u><b>As a receiver</b></u> <ol style="list-style-type: none"> <li>1.6 Recognize the communication codes intrinsic to the medium used by the sender. (OC1)</li> <li>1.7 Identify explicit information and the meaning of the message. (OC1)</li> <li>1.8 Separate fact from opinion. (OC5)</li> <li>1.9 Consider the values conveyed by the message. (OC5)</li> <li>1.10 Examine the credibility, relevance and source of the message. (OC5)</li> </ol>	
<b>Evaluation Criterion: C2 Manages written and oral messages on a computer in a responsible way (35 %)</b>	
<b>Indicators:</b> <ol style="list-style-type: none"> <li>2.1 Respect netiquette. (OC5)</li> <li>2.2 Use objectivity when managing written and oral messages. (OC5)</li> <li>2.3 Apply specific criteria when saving or deleting messages, and when maintaining a forum or blog.</li> </ol> <u><b>As a forum or blog administrator</b></u> <ol style="list-style-type: none"> <li>2.4 Approve the topic and content of articles submitted. (OC5)</li> <li>2.5 Ensure that messages are relevant to the theme of the discussion, the conditions for use, and the values tolerated by participants. (OC5)</li> </ol>	

<sup>1</sup> 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 « *Communicating by means of a computer* ». 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) Engages in appropriate exchanges of relevant messages using a computer**  
For this criterion, the measured indicators must be chosen from 1.1 to 1.10.
  
- ❖ **(C2) Manages written and oral messages on a computer in a responsible way**  
For this criterion, the measured indicators must be chosen from 2.1 to 2.5.

### **Justification of Weighting**

The ability to exchange relevant messages using a computer (C1) constitutes the core of the competency and is therefore more important than the ability to manage computerized messages.

### **Essential Knowledge**

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

- ❖ Communication methods
- ❖ Communication conventions

### **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.

### **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.