DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

Computer Science

WORD PROCESSING: STYLES AND LAYOUT   CMP-5067-1

September 2018

Québec ✠✠

Table of Contents

Introduction

The Definition of the Evaluation Domain (DED) ensures consistency between a course and the related evaluation instruments. The DED is used to select, organize and describe the essential and representative elements of the course. The DED is based on the program of study and the course, but should by no means replace them in the planning of instructional activities.

All the DEDs produced after June 30, 2014, by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) are prescriptive. Consequently, they are the reference documents to be used in the development of all examinations, be they ministerial examinations or those developed by adult education centres or by Société GRICS (BIM). The DEDs thus serve as a model for preparing multiple equivalent versions of examinations that are valid across the province.[1]

In addition, as set out in the *Policy on the Evaluation of Learning,* adult learners must know what they will be evaluated on and what is expected of them.[2] The DEDs and the criterion-referenced rubrics are recommended for this purpose.

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1. Québec, Ministère de l'Éducation du Québec, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 47.
2. Ibid., 9.

Evaluation Content

General Information	

Broad Areas of Learning[3]
• Career Planning and Entrepreneurship
• Media Literacy
Subject Area
• Mathematics, Science and Technology
Families of Situations
• Creation
  - Discovers what computers can do by consulting documentation and by experimenting
  - Creates by correctly using the appropriate functions
• Critical thinking
  - Evaluates his/her work by setting quality standards
	Program of Study
	• Computer Science
	Course
	• Word Processing: Styles and Layout

Essential Elements Targeted by the Evaluation	

Subject-Specific Competencies
  1. Interacts in a computer environment
  2. Produces computerized documents
	Categories of Knowledge
	• Typographical conventions
	• Formatting elements
	• Styles
	• Techniques of removing text formatting

Evaluation Criteria	
Evaluation Criterion for Competency 1 1.1 Use of appropriate strategies to interact and to troubleshoot **Evaluation Criteria for Competency 2** 2.1 Thorough planning of the work 2.2 Appropriate formatting based on document type 2.3 Application of appropriate tools and functions 2.4 Rigorous compliance with the constraints identified	**Proficiency in Subject-Specific Knowledge** Proficiency in subject-specific knowledge presupposes its acquisition, understanding, application and mobilization, and is therefore linked with the evaluation criteria for the competencies.

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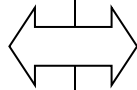
3.   The broad areas of learning are stated exactly as in the course. However, the person who designs the evaluation instrument may choose other broad areas of learning.

Explanation of the Evaluation Content

Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

The examination focuses little, if at all, on criterion 1.1. To make a judgment related to this criterion, the teacher should observe the adult learner in the classroom. Of course, any observations made during the examination should also be taken into account.[4]

Information Clarifying the Evaluation Criteria

1.1   Use of appropriate strategies to interact and to troubleshoot

This criterion evaluates the adult learner's ability to use sources of computer help (e.g. application help function, tutorials, the Internet).

2.1   Thorough planning of the work

This criterion evaluates the adult learner's ability to determine the elements needed to produce the document.

2.2   Appropriate formatting based on document type

This criterion evaluates the adult learner's ability to define a variety of formatting elements in a document.

2.3   Application of appropriate tools and functions

This criterion evaluates the adult learner's ability to use the application's commands and instructions, especially to create styles.

2.4   Rigorous compliance with the constraints identified

This criterion measures the adult learner's ability to present a document compliant with the requirements of the task and the related quality standards.

Proficiency in Subject-Specific Knowledge

Proficiency in subject-specific knowledge is assessed through the evaluation of competencies, using tasks related to the evaluation criteria.

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4.   Since this criterion is part of the evaluation for the purpose of certification, the teacher should make a judgment concerning the adult learner's ability **at the end of the course**. The mark given should not be based on several evaluations done at different times during the course.

Weighting

The weighting for the evaluation of the competencies is determined in accordance with the relative importance of each competency in the course. The competencies are weighted as follows:

Competency 1, *Interacts in a computer environment*: 15%
Competency 2, *Produces computerized documents*: 85%

The weighting of the evaluation criteria appears in the assessment tools provided in the *Correction and Evaluation Guide*. Adult learners must be made aware of the evaluation criteria used to evaluate them and the corresponding weighting of each criterion.

Knowledge

The following table illustrates the prescribed knowledge for this course. However, in special cases, particularly when an application does not have the tools and commands needed to acquire all of the prescribed knowledge, the missing items can be replaced with equivalent knowledge.

The examination must require adult learners to apply a representative sample of the knowledge indicated in the table.

Subject-Specific Content

Categories of Knowledge	Prescribed Knowledge
Typographical conventions	• Spacing • Apostrophe • Quotation marks • Abbreviations • Bibliography
Formatting elements	• Line spacing • Indentation • Spacing before and after paragraphs • List bullets and numbered lists • Header and footer • Page numbering • Footnotes and references
Styles	• Advantages of using styles • Types of styles • Text elements that can be altered by styles • Built-in styles • User-defined styles • Style sets and themes • Applying styles to text elements • Replacing a text element style • Modifying predefined styles • Creating new styles
Techniques of removing text formatting	• Saving in a file format that does not include formatting attributes (.TXT) • Using "Find and replace" function • Using the "Format painter" tool • Using the "Reveal formatting" task pane to see the attributes of a text • Using the "Show/hide" button to show paragraph marks and other hidden formatting symbols

Specifications for the Evaluation Instruments

Examination: Number of Parts, Sections, Procedure and Duration

The examination is administered in one evaluation session. Adult learners are responsible for managing the time available to them.

Duration: 180 minutes

Examination Content

The task consists in using a word processing application to produce a document containing different style and formatting elements.[5]

Information-Gathering Tools

- Adult's Booklet
- The adult learner's production (computerized document)
- The printed sheets, if applicable

Authorized Materials

- Word processing application installed on a computer or other device*
- Internet access
- Printer connected to the device
- Removable medium (or storage space) containing the files needed for the production, if applicable
- Personal course notes
- Reference documents (paper or electronic format)

* Necessary materials

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5. The goal of this course is to teach adult learners how to use a word processing application. It is up to the educational institution to choose the application that enables learners to explore most of the prescribed knowledge for the course.

Assessment Tools

For the evaluation of Competency 1, *Interacts in a computer environment,* and Competency 2, *Produces computerized documents,* the criterion-referenced rubric (one for each competency) is the assessment tool used by the teacher. Criterion-referenced interpretation involves comparing the information gathered with the expected outcomes.[6] These rubrics are prescriptive and include the following rating scale:

Competency development:

> ➢ Advanced
> ➢ Thorough
> ➢ Acceptable
> ➢ Partial
> ➢ Minimal

A checklist is provided in the *Correction and Evaluation Guide* to help markers use the criterion-referenced rubrics.

Pass Mark

The pass mark is 60%.

Retakes

The adult learner must retake the entire examination.

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6.   Québec, Ministère de l'Éducation, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 28-29.

APPENDIX – CRITERION-REFERENCED RUBRICS

Adult General Education

EVALUATION

Criterion-Referenced Rubrics

_____
Adult learner's name

_____
Teacher's name

_____
Date

Diversified Basic Education Program
Computer Science

Course
Word Processing: Styles and Layout
CMP-5067-1

Competency 1: Interacts in a Computer Environment (15%)

Instructions:

- For each criterion, circle the statement(s) that correspond(s) to the adult learner's performance level.
- In the last column, enter the mark that corresponds to the assigned rating(s). The only mark that can be allotted for a given level is that indicated in the rubric.

Rating scale / Evaluation criteria	Advanced competency development	Thorough competency development	Acceptable competency development	Partial competency development	Minimal competency development	Mark
1.1 Use of appropriate strategies to interact and to troubleshoot	Always uses appropriate help sources to troubleshoot. 10	Almost always uses appropriate help sources to troubleshoot. 8	Often uses appropriate help sources to troubleshoot. 6	Sometimes uses appropriate help sources to troubleshoot. 4	Rarely uses appropriate help sources to troubleshoot. 2	___/15
	Interaction with the application demonstrates a high level of familiarity. 5	Interaction with the application demonstrates a good level of familiarity. 4	Interaction with the application demonstrates a developing familiarity. 3	Interaction with the application demonstrates little familiarity. 2	Interaction with the application demonstrates very little familiarity. 1	
					Mark for competency 1:	___/15

Assign a mark of 0 when the adult learner's performance does not correspond to any of the statements in the rubric.

Competency 2: Produces Computerized Documents (85%)

Instructions:

- For each criterion, circle the statement(s) that correspond(s) to the adult learner's performance level.
- In the last column, enter the mark that corresponds to the assigned rating(s). The only mark that can be allotted for a given level is that indicated in the rubric.

Rating scale / Evaluation criteria	Advanced competency development	Thorough competency development	Acceptable competency development	Partial competency development	Minimal competency development	Mark
2.1 Thorough planning of the work	Planning, whether in the form of a text, list, sketch or other, is very detailed, and all the required elements are taken into account. **10**	Planning, whether in the form of a text, list, sketch or other, is sufficiently detailed, and almost all the required elements are taken into account. **8**	Planning, whether in the form of a text, list, sketch or other, is partially complete, but most of the required elements are taken into account. **6**	Planning, whether in the form of a text, list, sketch or other, is limited, and most of the required elements are missing. **4**	Planning, whether in the form of a text, list, sketch or other, is very limited. **2**	__/10
2.2 Appropriate formatting based on document type	Layout elements are varied and fully appropriate. **20**	Layout elements are varied and very appropriate. **16**	Layout elements are appropriate. **12**	Layout elements are seldom appropriate. **8**	Layout elements are very seldom appropriate. **4**	__/25
	Typographical conventions are always followed. **5**	Typographical conventions are almost always followed. **4**	Typographical conventions are often followed. **3**	Typographical conventions are sometimes followed. **2**	Typographical conventions are rarely followed. **1**	

Assign a mark of 0 when the adult learner's performance does not correspond to any of the statements in the rubric.

Competency 2: Produces Computerized Documents (85%) (cont.)

Instructions:

- For each criterion, circle the statement(s) that correspond(s) to the adult learner's performance level.
- In the last column, enter the mark that corresponds to the assigned rating(s). The only mark that can be allotted for a given level is that indicated in the rubric.

Evaluation criteria	Advanced competency development	Thorough competency development	Acceptable competency development	Partial competency development	Minimal competency development	Mark
2.3 Application of appropriate tools and functions	The final product demonstrates a very high level of proficiency in the use of the tools and functions, especially those relating to styles. **30**	The final product demonstrates a high level of proficiency in the use of the tools and functions, especially those relating to styles. **24**	The final product demonstrates proficiency in the use of the tools and functions, especially those relating to styles. **18**	The final product demonstrates a low level of proficiency in the use of the tools and functions, especially those relating to styles. **12**	The final product demonstrates a very low level of proficiency in the use of the tools and functions, especially those relating to styles. **6**	__/30
2.4 Rigorous compliance with the constraints identified	The final product takes into account all of the task requirements and quality standards. **20**	The final product takes into account almost all of the task requirements and quality standards. **16**	The final product takes into account most of the task requirements and quality standards. **12**	The final product takes into account few of the task requirements and quality standards. **8**	The final product takes into account very few of the task requirements and quality standards. **4**	__/20
					Mark for competency 2:	___/85

Assign a mark of 0 when the adult learner's performance does not correspond to any of the statements in the rubric.