

# DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

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Diversified Basic Education Program

Computer Science

SUPPLEMENTARY COMPUTER TRAINING

CMP-5084-1

September 2018

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## 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.<sup>1</sup>

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.<sup>2</sup> 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

<b>General Information</b>	
<p><b>Broad Areas of Learning<sup>3</sup></b></p> <ul style="list-style-type: none"> <li>• Career Planning and Entrepreneurship</li> <li>• Citizenship and Community Life</li> </ul> <p><b>Subject Area</b></p> <ul style="list-style-type: none"> <li>• Mathematics, Science and Technology</li> </ul> <p><b>Families of Situations</b></p> <ul style="list-style-type: none"> <li>• Creation                             <ul style="list-style-type: none"> <li>– Discovers what computers can do by consulting documentation and by experimenting</li> <li>– Creates by correctly using the appropriate functions</li> </ul> </li> <li>• Critical thinking                             <ul style="list-style-type: none"> <li>– Evaluates his/her work by setting quality standards</li> </ul> </li> </ul>	<p><b>Program of Study</b></p> <ul style="list-style-type: none"> <li>• Computer Science</li> </ul> <p><b>Course</b></p> <ul style="list-style-type: none"> <li>• Supplementary Computer Training</li> </ul>
<b>Essential Elements Targeted by the Evaluation</b>	
<p><b>Subject-Specific Competencies</b></p> <ol style="list-style-type: none"> <li>1. Interacts in a computer environment</li> <li>2. Produces computerized documents</li> </ol>	<p><b>Categories of Knowledge</b></p> <ul style="list-style-type: none"> <li>• Context associated with specific situations requiring the use and integration of subject-specific content that complements that of the other courses in the program</li> <li>• Conceptual schemes involved in dealing with specific situations</li> <li>• Understanding the necessary commands and functions</li> <li>• Dealing with specific situations</li> </ul>
<b>Evaluation Criteria</b>	
<p><b>Evaluation Criterion for Competency 1</b></p> <ol style="list-style-type: none"> <li>1.1 Use of appropriate strategies to interact and to troubleshoot</li> </ol> <p><b>Evaluation Criteria for Competency 2</b></p> <ol style="list-style-type: none"> <li>2.1 Thorough planning of the work</li> <li>2.2 Appropriate formatting based on document type</li> <li>2.3 Application of appropriate tools and functions</li> <li>2.4 Rigorous compliance with the constraints identified</li> </ol>	<p><b>Proficiency in Subject-Specific Knowledge</b></p> <p>Proficiency in subject-specific knowledge presupposes its acquisition, understanding, application and mobilization, and is therefore linked with the evaluation criteria for the competencies.</p>

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. Obviously, any observations made during the examination should also be taken into account.<sup>4</sup>

### 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 carry out the project.

#### **2.2 Appropriate formatting based on document type**

This criterion evaluates the adult learner's ability to apply a variety of formatting elements to the production.

#### **2.3 Application of appropriate tools and functions**

This criterion evaluates the adult learner's ability to use the application's commands and functions.

#### **2.4 Rigorous compliance with the constraints identified**

This criterion evaluates the adult learner's ability to present a document in compliance 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 evaluated 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 weighting given 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
<b>Context associated with specific situations requiring the use and integration of subject-specific content that complements that of the other courses in the program</b>	
<b>Conceptual schemes involved in dealing with specific situations</b>	<ul style="list-style-type: none"> <li>• Main concepts, objects and properties of objects</li> <li>• Functions and procedures</li> <li>• Tools and commands</li> <li>• Input and output</li> </ul>
<b>Understanding the necessary commands and functions</b>	<ul style="list-style-type: none"> <li>• Identifying the possibilities of the application</li> <li>• Identifying the commands and functions required for the project</li> <li>• Using the necessary documentation and resources</li> </ul>
<b>Dealing with specific situations</b>	<ul style="list-style-type: none"> <li>• Using the tools and commands and, if applicable, creating and modifying objects</li> <li>• Reviewing the product or process</li> <li>• If applicable, disseminating the final product</li> </ul>

## 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.

Time: 180 minutes

### Examination Content

The task consists in carrying out a project that demonstrates in-depth practical knowledge of a (non-emerging) application explored previously in another course in the program. The project can also demonstrate practical knowledge of a (non-emerging) application not covered in the program.<sup>5</sup>

### Information-Gathering Tools

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

### Authorized Materials

- 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 (non-emerging) 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.<sup>6</sup> 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

<p style="text-align: center;"><b>EVALUATION</b></p> <p style="text-align: center;"><b>Criterion-Referenced Rubrics</b></p> <hr/> <p style="text-align: center;">Adult learner's name</p> <hr/> <p style="text-align: center;">Teacher's name</p> <hr/> <p style="text-align: center;">Date</p>
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Diversified Basic Education Program  
*Computer Science*

Course  
*Supplementary Computer Training*  
CMP-5084-1

**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.

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

<b>Rating scale</b> <b>Evaluation criteria</b>	<b>Advanced</b> competency development	<b>Thorough</b> competency development	<b>Acceptable</b> competency development	<b>Partial</b> competency development	<b>Minimal</b> competency development	<b>Mark</b>
<b>2.1</b> <b>Thorough planning of the work</b>	Planning, whether in the form of a text, list, sketch or other, is very detailed, and all the required elements are taken into account.  <b>10</b>	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.  <b>8</b>	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.  <b>6</b>	Planning, whether in the form of a text, list, sketch or other, is limited, and most of the required elements are missing.  <b>4</b>	Planning, whether in the form of a text, list, sketch or other, is very limited.  <b>2</b>	<b>___/10</b>
<b>2.2</b> <b>Appropriate formatting based on document type</b>	Formatting elements are varied and fully appropriate.  <b>25</b>	Formatting elements are varied and very appropriate.  <b>20</b>	Formatting elements are appropriate.  <b>15</b>	Formatting elements are seldom appropriate.  <b>10</b>	Formatting elements are rarely appropriate.  <b>5</b>	<b>___/25</b>
<b>2.3</b> <b>Application of appropriate tools and functions</b>	The final product demonstrates a very high level of proficiency in the use of commands and functions.  <b>30</b>	The final product demonstrates a high level of proficiency in the use of commands and functions.  <b>24</b>	The final product demonstrates proficiency in the use of commands and functions.  <b>18</b>	The final product demonstrates a low level of proficiency in the use of commands and functions.  <b>12</b>	The final product demonstrates a very low level of proficiency in the use of commands and functions.  <b>6</b>	<b>___/30</b>

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.

Rating scale Evaluation criteria	Advanced competency development	Thorough competency development	Acceptable competency development	Partial competency development	Minimal competency development	Markt
2.4 Rigorous compliance with the constraints identified	The final product takes into account all of the task requirements and quality standards.  <b>20</b>	The final product takes into account almost all of the task requirements and quality standards.  <b>16</b>	The final product takes into account most of the task requirements and quality standards.  <b>12</b>	The final product takes into account few of the task requirements and quality standards.  <b>8</b>	The final product takes into account very few of the task requirements and quality standards.  <b>4</b>	___/20
<b>Mark for competency 2:</b>						___/85

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



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