



DEFINITION OF THE EVALUATION DOMAIN

Course
Creative Computer Use
CMP-2102-1

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: *Creative Computer Use*

CMP-2102-1

Course: Creative Computer Use Subject Area: Mathematics, Science and Technology Program of Study: Computer Science	Operational Competencies ¹ : <ul style="list-style-type: none">• Cooperates. (OC2)• Uses creativity. (OC4)
Class of Situations Completing a personal or group project by means of a computer	
Evaluation Criterion: C1 Plans the project effectively (40 %)	
Indicators:	
1.1 Use existing creations as a source of inspiration. (OC4)	
1.2 Identify the computer requirements related to the project.	
1.3 Select the most appropriate application.	
1.4 Prepare a model of the final product considering the chosen application. (OC4)	
1.5 Learn the necessary commands and techniques to complete the task.	
If working as part of a team:	
1.6 Help clarify and distribute the tasks. (OC2)	
Evaluation Criterion: C2 Carries out the project in a coherent way (60 %)	
Indicators:	
2.1 Select the appropriate commands and apply the techniques specific to the application.	
2.2 Find creative solutions to improve the final product and perfect its aesthetic appearance. (OC4)	
2.3 Take initiative to deal with unexpected situations and technical problems. (OC4)	
If working as part of a team:	
2.4 Listen to the views of fellow team members. (OC2)	
2.5 Contribute to the achievement of common goals. (OC2)	

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 « *Completing a personal or group project 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) Plans the project effectively**

For this criterion, the measured indicators must be chosen from 1.1 to 1.6.

❖ **(C2) Carries out the project in a coherent way**

For this criterion, the measured indicators must be chosen from 2.1 to 2.5.

Justification of Weighting

Although planning the project (C1) is of importance, it is of less importance than bringing the project to completion (C2). Therefore, planning is given a slightly lower weighting than carrying out the project.

Essential Knowledge

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

- ❖ Identifying computer requirements related to the project
- ❖ Learning the necessary commands and techniques
- ❖ Applying the chosen commands and techniques
- ❖ Using computer language, if the project involves programming

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.