DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

Computer Science

COMPUTER-ASSISTED PRESENTATION   CMP-5078-2

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
 	
• Information
  - Communicates by using computerized services
  - Communicates respectfully, using the conventions of a given medium
• Creation
  - Creates by correctly using the appropriate functions
• Critical thinking
  - Critically examines computerized communication tools by applying evaluation criteria
  - Evaluates his/her work by setting quality standards
	Program of Study
	• Computer Science
	Course
	• Computer-Assisted Presentation

Essential Elements Targeted by the Evaluation	
Subject-Specific Competencies 1. Interacts in a computer environment 2. Produces computerized documents 3. Adopts behaviours that reflect a concern for ethics, safety and critical thinking	**Categories of Knowledge** • Definitions and properties of the main concepts associated with computer-assisted presentations • Roles of the presenter and the presentation • Situations in which computer-assisted presentations are used • Rules of image composition • Standard terminology associated with computer-assisted presentations • Creating a slide • Formatting a presentation • Integrating interactive elements in a presentation • Saving, exporting and printing slide shows

Evaluation Criteria	
Evaluation Criterion for Competency 1 1.1 Judicious application of evaluation criteria **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 2.5 Proper presentation of the information based on the context **Evaluation Criterion for Competency 3** 3.1 Adequate communication using the conventions of a given medium	**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 the first aspect of criterion 3.1 (respecting copyright). 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   Judicious application of evaluation criteria

This criterion evaluates the adult learner's ability to distinguish between the essential and the incidental and to choose the application and its options based on the communication need.

2.1   Thorough planning of the work

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

2.2   Appropriate formatting based on document type

This criterion evaluates the adult learner's ability to apply a variety of appropriate formatting elements to different components of a multimedia presentation.

2.3   Application of appropriate tools and functions

This criterion measures the adult learner's ability to use the commands and functions needed to create a multimedia presentation.

2.4   Rigorous compliance with the constraints identified

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

2.5   Proper presentation of the information based on the context

This criterion evaluates the adult learner's ability to adapt his/her communication to the target audience.

3.1   Adequate communication using the conventions of a given medium

This criterion evaluates the adult learner's ability to respect copyright and present an ethical message.

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*: 5%
Competency 2, *Produces computerized documents*: 85%
Competency 3, *Adopts behaviours that reflect a concern for ethics, safety and critical thinking*: 10%

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 presents the prescribed knowledge selected for the examination. 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.

<u>**Subject-Specific Content**</u>

Categories of Knowledge	Prescribed Knowledge
Definitions and properties of the main concepts associated with computer-assisted presentations	• Slides and slide shows • Slide layouts • Objects • Masks (master slides) • Transitions • Animation effects • Grids • Timing and timeline • Comments • View modes (outline view, slide view, slide show)
Roles of the presenter and the presentation	• Presenter-reader • Presenter-speaker • Linear, nonlinear, interactive presentation • Self-running presentation • Presentations on computer, projector, interactive whiteboard
Situations in which computer-assisted presentations are used	• Situations in which it may be appropriate to use a presentation • Situations in which it may be appropriate to use masks (master slides) • Situations in which it may be appropriate to use templates
Rules of image composition	
Creating a slide	• Inserting objects • Defining the stacking order • Adding comments
Formatting a presentation	• Using presentation templates • Modifying the layout of a slide • Modifying colours • Creating slide masks • Rearranging slides
Integrating interactive elements in a presentation	• Choosing view options • Choosing parameters for animating objects • Changing the parameters for transitions between slides • Creating links to slides or other resources (website, document) • Setting timing for animations and transitions
Saving, exporting and printing slide shows	

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 producing a document using a computer-assisted presentation application.[5]

Information-Gathering Tools

- Adult's Booklet

- The adult learner's production (computerized document)

- The printed sheets, if applicable

Authorized Materials

- Computer-assisted presentation 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 computer-assisted presentation 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,* Competency 2, *Produces computerized documents,* and Competency 3, *Adopts behaviours that reflect a concern for ethics, safety and critical thinking,* 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%.
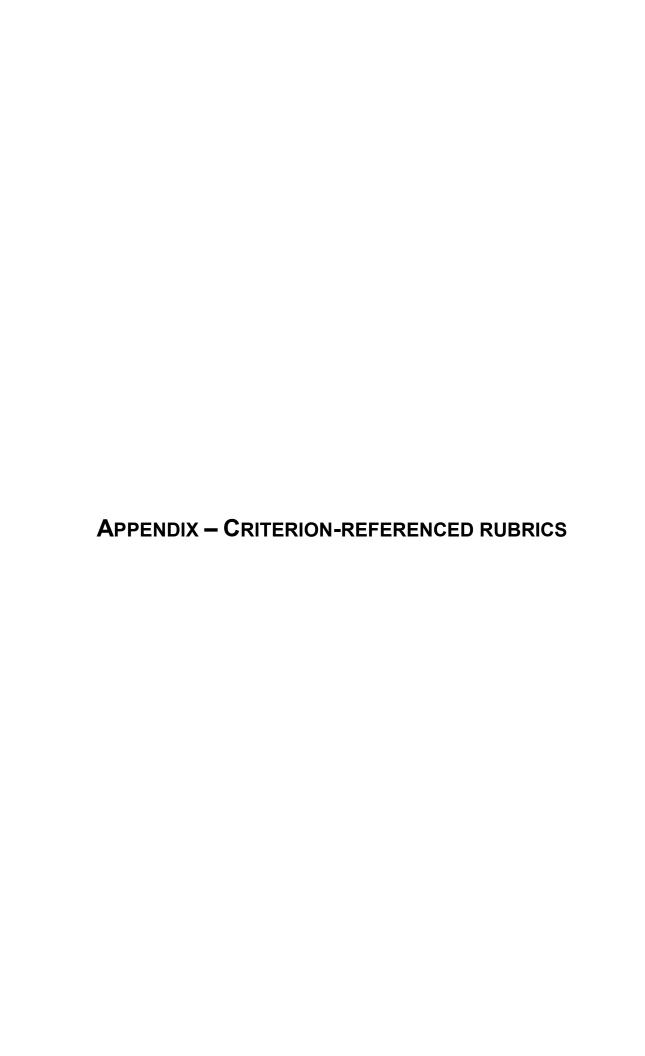
Retakes

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

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EVALUATION

Criterion-Referenced Rubrics

_____
Adult learner's name

_____
Teacher's name

_____
Date

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Diversified Basic Education Program
Computer Science

Course
Computer-Assisted Presentation
CMP-5078-2

Competency 1: Interacts in a Computer Environment (5%)

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
1.1 Judicious application of evaluation criteria	Application options for creating or improving presentation elements are always well chosen.	Application options for creating or improving presentation elements are almost always well chosen.	Application options for creating or improving presentation elements are often well chosen.	Application options for creating or improving presentation elements are sometimes well chosen.	Application options for creating or improving presentation elements are rarely well chosen.	___/5
	5	**4**	**3**	**2**	**1**	
Mark for competency 1:						___/5

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.

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	Formatting elements (colours, fonts, etc.) are varied and fully appropriate. **10**	Formatting elements (colours, fonts, etc.) are varied and very appropriate. **8**	Formatting elements (colours, fonts, etc.) are appropriate. **6**	Formatting elements (colours, fonts, etc.) are seldom appropriate. **4**	Formatting elements (colours, fonts, etc.) are rarely appropriate. **2**	__/20
	Technical conventions relating to computer-assisted presentation (transitions, image composition rules etc.) are always respected. **10**	Technical conventions relating to computer-assisted presentation (transitions, image composition rules etc.) are almost always respected. **8**	Technical conventions relating to computer-assisted presentation (transitions, image composition rules etc.) are often respected. **6**	Technical conventions relating to computer-assisted presentation (transitions, image composition rules etc.) are sometimes respected. **4**	Technical conventions relating to computer-assisted presentation (transitions, image composition rules etc.) are rarely respected. **2**	

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	Result
2.3 Application of appropriate tools and functions	The final product demonstrates a very high level of proficiency in the use of commands and functions.

30 | The final product demonstrates a high level of proficiency in the use of commands and functions.

24 | The final product demonstrates proficiency in the use of commands and functions.

18 | The final product demonstrates a low level of proficiency in the use of commands and functions.

12 | The final product demonstrates a very low level of proficiency in the use of commands and functions.

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 |
| **2.5 Proper presentation of the information based on the context** | The final product is fully suited to the target audience.

5 | The final product is very well suited to the target audience.

4 | The final product is well suited to the target audience.

3 | The final product is poorly suited to the target audience.

2 | The final product is very poorly suited to the target audience.

1 | __/5 |
| | | | | | **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.

Competency 3: Adopts behaviours that reflect a concern for ethics, safety and critical thinking (10%)

Instruction:

- 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
3.1 Adequate communication using the conventions of a given medium	Copyright is always respected. **5**	Copyright is almost always respected. **4**	Copyright is often respected. **3**	Copyright is sometimes respected. **2**	Copyright is rarely respected. **1**	__/10
	The message of the final product is fully suited to the context and free of stereotypes and prejudice. **5**	The message of the final product is very well suited to the context and free of stereotypes and prejudice. **4**	The message of the final product is well suited to the context and free of stereotypes and prejudice. **3**	The message of the final product is poorly suited to the context. **2**	The message of the final product is very poorly suited to the context. **1**	
					Mark for competency 3:	___/10

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