

*Definition of the domain
for summative evaluation*

CMP-5066-2

Microcomputing

Integrating Different Microcomputing Applications

Reach for
your **Dreams**

Québec 

*Definition of the domain
for summative evaluation*

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Microcomputing

Integrating Different Microcomputing Applications

Formation professionnelle et technique
et formation continue

Direction de la formation générale
des adultes

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1. Introduction

This definition of the domain for summative evaluation describes and classifies the essential and representative elements of the *Microcomputing* program, and, more specifically, for the course entitled *Integrating Different Microcomputing Applications*. As such, it gives an overview of the program, but should by no means replace the program itself. The purpose of defining the domain is to ensure that all summative evaluation instruments are consistent with the overall program.

The organization of this definition of the domain is the same as that of those of other courses. The content of each section is, however, specific to this course.

The definition of the domain for summative evaluation is used to prepare examinations that are valid from one version to another, from year to year, and from one school board to another, taking into account the division of responsibilities shared by the Ministère de l'Éducation and the school boards.

2. Program Orientations and Consequences for Summative Evaluation

Orientations

Consequences

The course *Integrating Different Microcomputing Applications* is designed to give students the opportunity to use more than one application while carrying out a project.

The students should be able to autonomously use the basic functions of the different computer applications.

The program favours a pragmatic approach.

The students' practical skills should be evaluated.

The objectives of the course involve analyzing, organizing and carrying out a project.

The students' project and their ability to analyze and organize it will be evaluated.

The program takes into account the variety of hardware and software used to attain the objectives of the course.

It should be possible to adapt the summative evaluation to different applications.

3. Course Content for Purposes of Summative Evaluation

Themes

- **Planning and analysis of the project**
 - Introduction and justification
 - Choice of applications or tools
 - Relationships between the elements of the applications and their use
 - Improvements or modifications
- **Production using the applications**
 - Data input
 - Data processing

Skills

- **Analyzing:** Identifying the elements of an application, as well as the relationships between these elements and their use.
- **Producing:** Integrating knowledge and several different skills in an appropriate, original and well-organized manner in order to create a complex product.

4. Table of Dimensions

Themes Skills	Planning and Analysis 50%	Production 50%
Analyzing 50%	1 Introduction and justification 15%	
	2 Choice of applications or tools 10%	
	3 Relationships between the elements 15%	
	6 Improvements or modifications 10%	
Producing 50%		4 Data input 10%
		5 Data processing 40%

Note: The dimensions are numbered in the order in which the behaviours will be observed.

5. Observable Behaviours

General Description

The evaluation instrument should be based on the following list of observable behaviours.

Students should be able to:

1. Describe the objectives and steps involved in the project.
2. Justify the choice of applications or tools used to carry out the project.
3. Identify the relationships between the elements of the application and their use in the project.
4. Input and organize the data necessary for the project.
5. Process the data using the application.
6. Suggest improvements or modifications to the project.

6. Explanation of the Content and Weighting

The dimensions are weighted according to their importance in the attainment of the course objectives.

Since the dimensions are related to *Themes* and *Skills*, the weighting of these themes and skills is based on the weighting assigned to the dimensions.

Weighting

- In terms of skills:
 - *Analyzing* skill 50%
 - *Producing* skill 50%

- In terms of themes:
 - Planning and analysis of the project 50%
 - Production using the applications 50%

A list of evaluation criteria has been drawn up to ensure that evaluation is carried out as fairly as possible. Criteria that apply to each dimension have been identified and weighted. This information appears in section 7, *Description of the Examination*.

7. Description of the Examination

7.1 Type of Examination

Evaluation of the competencies acquired by the students in the *Integrating Different Microcomputing Applications* course is based on a folder prepared by the students containing:

- a description of the objectives and the steps to carry out the project
- the justification for the choice of applications or tools
- the relationships between the elements of the applications and the project
- the result of the project
- a description of the suggested improvements or modifications

The folders will be analyzed using an evaluation grid.

7.2 Characteristics of the Examination

- The students must be made aware of the evaluation conditions and procedure.
- The size of the project and the number and variety of activities to be carried out will depend on the software and hardware used.
- At the end of the course, the students will hand in the folder described above.
- The contents of the folder must be produced autonomously by the students.
- The students must use a computer to carry out the project.
- The evaluation grid must take into account the observable behaviours described for each of the dimensions.
- The evaluation grid must take into account the weighting specified in the table of dimensions.
- The evaluation grid must take into account the evaluation criteria listed in section 7.3, as well as the weighting specified in section 7.4.

7.3 Evaluation Criteria

The following criteria will be used to evaluate the students' folder:

- **Relevance:** Significant relationship between the needs determined and the expected results
- **Efficiency:** Relationship between the usefulness of the result, the objectives and the means used to obtain the result
- **Coherence:** Logical relationships
- **Accuracy:** Accurate actions
- **Presentation:** Quality of presentation, ergonomics
- **Autonomy:** Ability to work alone

7.4 Weighting With Respect to Evaluation Criteria

The following table presents the criteria to be used to measure each dimension.

CRITERIA	RELEVANCE	EFFICIENCY	COHERENCE	ACCURACY	PRESENTATION	AUTONOMY
DIMENSIONS	20%	20%	25%	5%	10%	20%
1 Introduction and justification 15%	√ 5%		√ 5%			√ 5%
2 Choice of applications or tools 10%	√ 5%	√ 5%				
3 Relationships between the elements 15%	√ 5%	√ 5%	√ 5%			
4 Inputting of data 10%				√ 5%		√ 5%
5 Data processing 40%		√ 10%	√ 10%		√ 10%	√ 10%
6 Improvements or modifications 10%	√ 5%		√ 5%			

7.5 Pass Mark

The pass mark is set at 60 out of 100.

