

*Definition of the domain
for summative evaluation*

CMP-5056-1

Microcomputing

Word Processing I

Reach for
your **Dreams**

Québec 

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for summative evaluation*

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Microcomputing

Word Processing I

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 *Word Processing I*. 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

The course *Word Processing I* is designed to allow students to acquire the knowledge required to use a word-processing program autonomously.

The program favours a pragmatic approach, proposing objectives of a practical nature.

The program is designed to allow students to put their microcomputing skills to immediate use, both in general education programs and in everyday life.

The program favours production activities.

The program is based on the most widely used word processing programs.

Consequences

The students should be able to autonomously use the basic functions required to produce texts.

The evaluation should consist of tasks designed to verify the students' acquisition of practical microcomputing skills.

The evaluation should consist of tasks related to the students' general education courses and to specific activities of everyday life.

The evaluation may include activities with more than one component.

The examinations should be adaptable to different software programs or be independent of these programs.

3. Course Content for Purposes of Summative Evaluation

Themes

- **Entering a text**
 - Entering text
 - Inserting or deleting lines
 - Using the spell checker

- **Formatting a text**
 - Formatting characters:
 - Bold, italic and underline styles
 - Character size
 - Character fonts
 - Deleting character formatting
 - Subscript and superscript

 - Formatting paragraphs:
 - Right align
 - Centre align
 - Text justification
 - Borders
 - Indentation

- **Editing a text**
 - Moving part of a text
 - Copying part of a text
 - Deleting part of a text
 - Changing line spacing

- **Management commands**
 - Printing
 - Saving under a new name

Skills

- **Applying:** Using a procedure or techniques according to specific rules in order to obtain an expected result.

- **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 | Entering a Text 15% | Formatting a Text 55% | | Editing a Text 20% | Management Commands 10% |
|-------------------------|---|---|---------------------------------------|---|--|
| | | Formatting Characters | Formatting Paragraphs | | |
| Skills | | | | | |
| Applying 50% | 1 Inserting or deleting lines 5% | 3 Deleting character formatting 5% | 5 Indentation 5% | 6 Moving part of a text 5% | 10 Saving under a new name 5% |
| | 2 Using the spell checker 5% | 4 Adding subscript and superscript 5% | | 7 Copying part of a text 5% | |
| | | | | 8 Deleting part of a text 5% | |
| | | | | 9 Changing line spacing 5% | |
| Producing 50% | 11 Entering text 5% | 12 Bold, italic and underline styles 10% | 15 Right align 5% | | 19 Printing 5% |
| | | 13 Character size 5% | 16 Centre align 5% | | |
| | | 14 Character fonts 5% | 17 Text justification 5% | | |
| | | | 18 Borders 5% | | |

5. Observable Behaviours

General Description

The evaluation tasks should be based on the following list of observable behaviours. A task may combine several dimensions and more than one skill. This is especially the case regarding the skill of *Producing*. Students must complete the tasks within pre-established time limits in order to demonstrate their competency and autonomy in the use of a word-processing program.

Description of the Dimensions Related to the Skill of *Applying*

Tasks related to this skill have pre-established steps and are designed to show specific skills. The evaluation of task performance is based on the assessment of whether the correct method or procedure was used. The expected result should be identical for each student.

Using a word-processing program, students should be able to:

1. Insert or delete lines at specific places in a text.
2. Correct a text using the spell checker.
3. Delete bold, underline and italic formatting in a text.
4. Insert subscripts or superscripts in a text.
5. Edit the formatting of a paragraph using the margin indent functions.
6. Move part of a text.
7. Copy part of a text.
8. Delete part of a text.
9. Modify line spacing in a given paragraph.
10. Save a text under a new name in a file on a diskette.

Description of the Dimensions Related to the Skill of *Producing*

The evaluation of the dimensions related to the skill of *Producing* is focused more on the result than on the method or procedure. Knowing the order in which steps must be performed is part of this skill. The expected result should be different for each student.

Using a word-processing program, students should be able to:

11. Enter a text of at most one page.
12. Use two of the following character styles in a text: bold, underline or italic.
13. Use different font sizes in a single text.
14. Use different fonts in a single text.
15. Right align a paragraph.
16. Centre at least one line of text.
17. Justify part of a text.
18. Use borders to highlight part of a text.
19. Print a text.

6. Explanation of the Content and Weighting

Weighting of Skills

Given that the objectives of the course are designed to favour the acquisition of knowledge and the development of skills related to the use of a word-processing program, summative evaluation should measure two skills:

- the skill of *Applying*, which demonstrates the students' ability to use functions following specific instructions;
- the skill of *Producing*, which demonstrates the students' initiative, creativity and autonomy.

Weighting of Themes

The weighting of the themes corresponds to their importance in the course. Themes are related to the skill of *Applying* or that of *Producing*, depending on the one considered most appropriate.

Overall Weighting

- In terms of skills:
 - *Applying* skill 50%
 - *Producing* skill 50%
- In terms of themes:
 - Entering a text 15%
 - Formatting a text 55%
 - Editing a text 20%
 - Management commands 10%

7. Description of the Examination

7.1 Type of Examination

- The summative evaluation consists of a practical examination to be administered at the end of the course.
- Given the time allotted for the examination, elements of the content related to the skill of *Applying* will be evaluated using files given to the students on diskette.

7.2 Characteristics of the Examination

- The examination comprises one or more tasks.
- The examination is held in one sitting.
- The maximum duration of the examination is 90 minutes.
- It is necessary to use a computer, a word-processing program and a printer during the examination.
- Students are not permitted to use the learning guide.
- Students may use the software's Help function. If the software has no Help function, students may consult the manufacturer's manual.
- Students may use a sheet of personal notes (letter format).
- Students must be evaluated on the same software they learned on.
- Students must print each task.
- The examination will be corrected using the printouts and, if necessary, the students' files.

7.3 Pass Mark

The pass mark is set at 60 out of 100.

