

*Definition of the domain
for summative evaluation*

CMP-5059-1

Microcomputing

Spreadsheets II

Reach for
your **Dreams**

Québec 

*Definition of the domain
for summative evaluation*

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Microcomputing

Spreadsheets II

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 *Spreadsheet II*. 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 *Spreadsheets II* is designed to allow students to increase their familiarity with all the functions of a spreadsheet.

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 spreadsheet software.

Consequences

The students should be able to autonomously use the functions required to modify the contents of a worksheet, present the data in graphic form, and print a worksheet.

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

- **Modifying a worksheet**
 - Moving elements
 - Adding or deleting rows or columns
 - Copying cells
 - Addressing
 - Sorting data
 - Incrementing

- **Graphic presentation**
 - Selecting data
 - Type of graph
 - Selecting titles

- **Printing format**
 - Size and orientation
 - Margins
 - Page break
 - Pagination
 - Headers and footers

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	Modifying a Worksheet 40%	Graphic Presentation 35%	Print Format 25%
Skills			
Applying 60%	1 Moving elements 5%		7 Size or orientation 5%
	2 Adding or deleting rows or columns 5%		8 Margins 5%
	3 Copying cells 5%		9 Page break 5%
	4 Addressing 10%		10 Pagination 5%
	5 Sorting data 10%		
	6 Incrementing 5%		
Producing 40%		11 Selecting data 10%	14 Headers and footers 5%
		12 Type of graph 10%	
		13 Selecting titles 15%	

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 the overall functions of a spreadsheet.

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 spreadsheet program, students should be able to:

1. Move a group of cells on a worksheet.
2. Add or delete rows or columns on a worksheet.
3. Copy the contents of cells using the appropriate functions.
4. Use the relative or absolute addressing functions to copy a formula from a worksheet.
5. Sort the contents of a worksheet using more than one selection criterion.
6. Use the incrementation functions to enter data in a range of cells.
7. Change the paper size or print orientation.
8. Change the margins of a worksheet.
9. Insert a page break at a given point in a worksheet.
10. Use the pagination functions of a worksheet.

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 spreadsheet program, students should be able to:

11. Select the data required to create a chart.
12. Choose the appropriate type of chart.
13. Give the chart a title and identify all the elements represented.
14. Create a header or a footer on a spreadsheet.

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 spreadsheet 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 basic themes covered in *Spreadsheets I* were tested at the end of that course and therefore have not been included in the summative evaluation for this course.

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 60%
 - *Producing* skill 40%
- In terms of themes:
 - Modifying a worksheet 40%
 - Graphic presentation 35%
 - Printing format 25%

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 spreadsheet 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.

