

*Definition of the domain  
for summative evaluation*

CMP-5064-2

# Microcomputing

## Using a New Microcomputing Application

**Reach** for  
your **Dreams**

Québec 

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for summative evaluation*

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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 *Using a New Microcomputing Application*. 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 *Using a New Microcomputing Application* is designed to familiarize students with the use of an application other than those dealt with in the other courses of the program.

The program favours a pragmatic approach.

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

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

### **Consequences**

The students should be able to autonomously use the basic functions of a new computer application.

The students' practical skills should be evaluated.

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

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
  - Relationships between the elements of the application and their use
  - Improvements or modifications
- **Production using the application**
  - 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	Planning and Analysis 50%	Production 50%
Analyzing 50%	<p><b>1</b> Introduction and justification 20%</p>	
	<p><b>2</b> Relationships between the elements 20%</p>	
	<p><b>5</b> Improvements or modifications 10%</p>	
Producing 50%		<p><b>3</b> Data input 10%</p>
		<p><b>4</b> Data processing 40%</p>

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. Identify the relationships between the elements of the application and their use in the project.
3. Input and organize the data necessary for the project.
4. Process the data using the application.
5. 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 application      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 *Using a New Microcomputing Application* 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 relationships between the elements of the application 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%
<b>1</b>	Introduction and justification 20%	√ 10%		√ 5%			√ 5%
<b>2</b>	Relationships between the elements 20%	√ 5%	√ 10%	√ 5%			
<b>3</b>	Inputting of data 10%				√ 5%		√ 5%
<b>4</b>	Data processing 40%		√ 10%	√ 10%		√ 10%	√ 10%
<b>5</b>	Improvements or modifications 10%	√ 5%		√ 5%			

#### 7.5 Pass Mark

The pass mark is set at 60 out of 100.

