Microcomputing

Exploring Microcomputing Applications

Reach for your **Dreams**

Québec

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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 *Exploring 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 *Exploring Microcomputing Applications* is designed to familiarize students with microcomputing. It considers the capabilities and role of an operating system and explores an integrated software package. Five fields of activity included in the integrated software are treated in the course: word processing, drawing, spreadsheet, databases and the integration of these applications.	The students should be able to perform different tasks related to the use of an operating system and of the various capabilities offered by an integrated environment.
The course presents an overview of various microcomputing applications, with a view to enabling adult students to discover the many possibilities available to them through microcomputing.	The evaluation should be limited to basic knowledge and skills.
The course enables the students to choose the right application for a specific task.	The students should be able to choose the appropriate application for a given task.
The program favours a pragmatic approach, proposing objectives of a practical nature.	The evaluation should consist of tasks designed to verify the students' acquisition of practical microcomputing skills.
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 evaluation should consist of tasks related to the students' general education courses and to specific activities of everyday life.
The program favours production activities.	The evaluation may include activities with more than one component.
The program is based on the most widely used integrated software packages.	The examinations should be adaptable to different software programs or be independent of these programs.

3. Course Content for Purposes of Summative Evaluation

Themes

- **Operating system**
  - Creating a directory or a folder
  - Copying files
  - File management commands

- **Word processing**
  - Entering text
  - Setting the font
  - Setting text alignment

- **Spreadsheet**
  - Entering data
  - Modifying column width
  - Creating a graph

- **Database**
  - Entering or modifying data
  - Sorting a file

- **Integrated applications**
  - Using the Help function
  - Saving
  - Incorporating an image into a text
  - Integrating two applications
  - Printing

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 / Skills	Operating System 15%	Integrated Applications 40%			
		Word Processing 15%	Drawing	Spreadsheet 20%	Database 10%
Applying 40%	**1** Copying files 5%			**3** Entering data 5%	**5** Entering or modifying data 5%
	2 Moving, deleting or renaming files 5%			**4** Modifying column width 5%	**6** Sorting a file 5%
		7 Help function 5%			
		8 Saving 5%			
Producing 60%	**9** Creating a directory or a folder 5%	**10** Entering text 5%		**13** Creating a graph 10%	
		11 Setting the font 5%			
		12 Setting text alignment 5%			
		14 Incorporating an image into a text 10%			
		15 Integrating two applications 15%			
		16 Printing 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 different learning applications being evaluated.

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 the operating system, students should be able to:

1. Copy source files onto a target diskette.

2. Rename, delete or move one or more files.

Using the spreadsheet application of an integrated software package, students should be able to:

3. Enter text, numbers and a simple formula in a worksheet.

4. Modify the width of a column on a worksheet.

Using the database application of an integrated software package, students should be able to:

5. Modify data in one or more records in the database.

6. Ask for an alphabetical listing of all the records in a file.

Using the integration capabilities of an integrated software package, students should be able to:

7. Reproduce the information provided by the Help function of a particular function.

8. Name and save the documents produced.

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 the operating system, students should be able to:

9.   Create a directory or a folder.

Using the word-processing application of an integrated software package, students should be able to:

10.   Enter a text of at most ten lines and at least two paragraphs separated by a blank line.

11.   Use at least two of the following styles in their text: bold, underline, italic.

12.   Centre a line of text or modify the alignment of a paragraph.

Using the spreadsheet application of an integrated software package, students should be able to:

13.   Create a graph using the data on a worksheet.

Using the integration capabilities of an integrated software package, students should be able to:

14.   Incorporate an image into a text and modify its position and size.

15.   Use one of the following integration capabilities:

   –   integrating a chart from the *spreadsheet* application into a text in the *word-processing* application;

   –   integrating data from the *database* application into a text in the *word-processing* application;

   –   sending a text from the *word-processing* application, using the software's telecommunications capabilities.

16.   Print the documents they have produced.

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6. Explanation of the Content and Weighting

Weighting of Skills

Given that the objectives of the course are designed to favour the acquisition of basic knowledge and the development of skills related to the use of an operating system and the various capabilities of an integrated software package, 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.

Elements of the content that are shared or related to more than one application are grouped under the umbrella term "integrated applications" and are evaluated only once in one or another of the applications.

Overall Weighting

- In terms of skills:
  - *Applying* skill   40%
  - *Producing* skill   60%

- In terms of themes:
  - Operating system   15%
  - Word processing   15%
  - Spreadsheet   20%
  - Database   10%
  - Integrated applications   40%

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, or at most two sittings.

- The maximum duration of the examination is 180 minutes.

- It is necessary to use a computer, an integrated software 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.