DEFINITION OF THE EVALUATION DOMAIN

Adult General Education

Diversified Basic Education Program

Computer Science

CREATING WEB DOCUMENTS CMP-5079-3

September 2018

Québec

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Introduction

The Definition of the Evaluation Domain (DED) ensures consistency between a course and the related evaluation instruments. The DED is used to select, organize and describe the essential and representative elements of the course. The DED is based on the program of study and the course, but should by no means replace them in the planning of instructional activities.

All the DEDs produced after June 30, 2014, by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) are prescriptive. Consequently, they are the reference documents to be used in the development of all examinations, be they ministerial examinations or those developed by adult education centres or by Société GRICS (BIM). The DEDs thus serve as a model for preparing multiple equivalent versions of examinations that are valid across the province.[1]

In addition, as set out in the *Policy on the Evaluation of Learning,* adult learners must know what they will be evaluated on and what is expected of them.[2] The DEDs and the criterion-referenced rubrics are recommended for this purpose.

1. Québec, Ministère de l'Éducation du Québec, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 47.
2. Ibid., 9.

Evaluation Content

General Information	
Broad Areas of Learning[3] • Media Literacy • Citizenship and Community Life **Subject Area** • Mathematics, Science and Technology **Families of Situations** • Information - Interacts by interpreting signals he/she receives and using input and output peripherals - Communicates by using computerized services - Communicates respectfully, using the conventions of a given medium • Creation - Creates by correctly using the appropriate functions	**Program of Study** • Computer Science **Course** • Creating Web Documents
Essential Elements Targeted by the Evaluation	
Subject-Specific Competencies 1. Interacts in a computer environment 2. Produces computerized documents 3. Adopts behaviours that reflect a concern for ethics, safety and critical thinking	**Categories of Knowledge** • Main types of editors • Main characteristics of scripts for the Web • Display sizes of output devices • Interface ergonomics • Images • Standard terminology associated with mark-up languages and the Internet • Preparing images • Website file management • Using a code generator or raw text editor • Validating a website using a validation tool (software or online) • Uploading a website to a Web server
Evaluation Criteria	
Evaluation Criterion for Competency 1 1.1 Accurate interpretation of messages and signals **Evaluation Criteria for Competency 2** 2.1 Thorough planning of the work 2.2 Appropriate formatting based on document type 2.3 Application of appropriate tools and functions 2.4 Proper presentation of the information based on the context **Evaluation Criterion for Competency 3** 3.1 Adequate communication using the conventions of a given medium	**Proficiency in Subject-Specific Knowledge** Proficiency in subject-specific knowledge presupposes its acquisition, understanding, application and mobilization, and is therefore linked with the evaluation criteria for the competencies.

3. The broad areas of learning are stated exactly as in the course. However, the person who designs the evaluation instrument may choose other broad areas of learning.

Explanation of the Evaluation Content

Evaluation Criteria

The evaluation criteria are stated exactly as in the course.

The examination focuses little, if at all, on criterion 1.1 and the first aspect of criterion 3.1 (respecting copyright). To make a judgment related to criterion 1.1 and the first aspect of criterion 3.1, the teacher should observe the adult learner in the classroom. Of course, any observations made during the examination should also be taken into account.[4]

Information Clarifying the Evaluation Criteria

1.1 Accurate interpretation of messages and signals

This criterion evaluates the adult learner's ability to react appropriately to explicit and implicit messages transmitted by a Web content development application.

2.1 Thorough planning of the work

This criterion evaluates the adult learner's ability to determine the elements needed to produce the document.

2.2 Appropriate formatting based on document type

This criterion evaluates the adult learner's ability to apply a variety of formatting elements to Web documents and to apply an appropriate format for the output medium.

2.3 Application of appropriate tools and functions

This criterion measures the adult learner's ability to use the commands and functions needed to create Web documents.

2.4 Proper presentation of the information based on the context

This criterion evaluates the adult learner's ability to adapt his/her communication to the target audience.

3.1 Adequate communication using the conventions of a given medium

This criterion evaluates the adult learner's ability to respect copyright and present an ethical message.

Proficiency in Subject-Specific Knowledge

Proficiency in subject-specific knowledge is assessed through the evaluation of competencies, using tasks related to the evaluation criteria.

4. Since this criterion and first aspect are part of the evaluation for the purpose of certification, the teacher should make a judgment concerning the adult learner's ability **at the end of the course**. The mark given should not be based on several evaluations done at different times during the course.

Weighting

The weighting for the evaluation of the competencies is determined in accordance with the relative importance of each competency in the course. The competencies are weighted as follows:

Competency 1, *Interacts in a computer environment*: 10%
Competency 2, *Produces computerized documents*: 80%
Competency 3, *Adopts behaviours that reflect a concern for ethics, safety and critical thinking*: 10%

The weighting of the evaluation criteria appears in the assessment tools provided in the *Correction and Evaluation Guide*. Adult learners must be made aware of the evaluation criteria used to evaluate them and the corresponding weighting of each criterion.

Knowledge

The following table presents the prescribed knowledge selected for the examination. However, in special cases, particularly when an application does not have the tools and commands needed to acquire all of the prescribed knowledge, the missing items can be replaced with equivalent knowledge.

The examination must require adult learners to apply a representative sample of the knowledge indicated in the table.

Subject-Specific Content

Categories of Knowledge	Prescribed Knowledge
Main types of editors	• Web editor • Raw text editor (without formatting or styles) • Online editor
Main characteristics of scripts for the Web	• Mark-up languages (HTML, XML, XHTML) • Cascading style sheets (CSS) • Programming languages (JavaScript, ActionScript) • Combinations of languages (DHTML, AJAX) • Mark-up language syntax • CSS syntax • Basics of Web browsing
Display sizes of output devices	• Computer monitors (definitions: SVGA, XGA, HD, etc.) • Smart phones • Tablets
Interface ergonomics	• ISO 9241-210 • Architecture • Colour code chart
Images	• Computer graphics software • Stock images • Formats (PNG, JPG, GIF) • Optimization (size, resolution, compression)
Preparing images	• Creating or modifying images to be used in Web pages • Optimizing images for the Web
Website file management	• Organizing files in folders according to a logical structure • Following standards for naming files and folders
Using a code generator or raw text editor	• Using tags and tag attributes to format a document • Creating hypertext links to Web resources • Layout of elements • Formatting a document using style sheets • Using external resources
Uploading a website to a Web server	• Using a file transfer mode (FTP or Web hosting control panel) • Updating documents on a website

Specifications for the Evaluation Instruments

Examination: Number of Parts, Sections, Procedure and Duration

The examination is administered in one evaluation session. Adult learners are responsible for managing the time available to them.

Duration: 180 minutes

Examination Content

The task consists in producing a document for the Web using a Web content development application.[5]

Information-Gathering Tools

- Adult's Booklet
- The adult learner's production (computerized document)
- The printed sheets, if applicable

Authorized Materials

- Web content development application installed on a computer or other device*
- Internet access
- Printer connected to the device.
- Removable medium (or storage space) containing the files needed for the production, if applicable
- Personal course notes
- Reference documents (paper or electronic format)

* Necessary materials

5. The goal of this course is to teach adult learners how to use a Web content development application. It is up to the educational institution to choose the application that enables learners to explore most of the prescribed knowledge for the course.

Assessment Tools

For the evaluation of Competency 1, *Interacts in a computer environment,* Competency 2, *Produces computerized documents,* and Competency 3, *Adopts behaviours that reflect a concern for ethics, safety and critical thinking,* the criterion-referenced rubric (one for each competency) is the assessment tool used by the teacher. Criterion-referenced interpretation involves comparing the information gathered with the expected outcomes.[6] These rubrics are prescriptive and include the following rating scale:

Competency development:

- Advanced
- Thorough
- Acceptable
- Partial
- Minimal

A checklist is provided in the *Correction and Evaluation Guide* to help markers use the criterion-referenced rubrics.

Pass Mark

The pass mark is 60%.

Retakes

The adult learner must retake the entire examination.

6. Québec, Ministère de l'Éducation, *Policy on the Evaluation of Learning* (Québec: Gouvernement du Québec, 2003), 28-29.

APPENDIX – CRITERION-REFERENCED RUBRICS

Adult General Education

EVALUATION

Criterion-Referenced Rubrics

_____
Adult learner's name

_____
Teacher's name

_____
Date

Diversified Basic Education Program
Computer Science

Course
Creating Web Documents
CMP-5079-3

Competency 1: Interacts in a Computer Environment (10%)

Instructions:

- For each criterion, circle the statement(s) that correspond(s) to the adult learner's performance level.
- In the last column, enter the mark that corresponds to the assigned rating(s). The only mark that can be allotted for a given level is that indicated in the rubric.

Rating scale / Evaluation criteria	**Advanced** competency development	**Thorough** competency development	**Acceptable** competency development	**Partial** competency development	**Minimal** competency development	**Mark**
1.1 Accurate interpretation of messages and signals	Always responds appropriately to explicit and implicit messages sent by the application. **10**	Almost always responds appropriately to explicit and implicit messages sent by the application. **8**	Often responds appropriately to explicit and implicit messages sent by the application. **6**	Has difficulty recognizing and interpreting explicit and implicit messages sent by the application. **4**	Has great difficulty recognizing and interpreting explicit and implicit messages sent by the application. **2**	___/10
					Mark for competency 1:	___/10

Assign a mark of 0 when the adult learner's performance does not correspond to any of the statements in the rubric.

Competency 2: Produces Computerized Documents (80%)

Instructions:

- For each criterion, circle the statement(s) that correspond(s) to the adult learner's performance level.
- In the last column, enter the mark that corresponds to the assigned rating(s). The only mark that can be allotted for a given level is that indicated in the rubric.

Rating scale / Evaluation criteria	**Advanced** competency development	**Thorough** competency development	**Acceptable** competency development	**Partial** competency development	**Minimal** competency development	**Mark**
2.1 Thorough planning of the work	Planning, whether in the form of a text, list, sketch or other, is very detailed, and all the required elements are taken into account. **10**	Planning, whether in the form of a text, list, sketch or other, is sufficiently detailed, and almost all the required elements are taken into account. **8**	Planning, whether in the form of a text, list, sketch or other, is partially complete, but most of the required elements are taken into account. **6**	Planning, whether in the form of a text, list, sketch or other, is limited, and most of the required elements are missing. **4**	Planning, whether in the form of a text, list, sketch or other, is very limited. **2**	**__/10**
2.2 Appropriate formatting based on document type	Formatting elements (colours, fonts, etc.) are varied and fully appropriate. **20**	Formatting elements (colours, fonts, etc.) are varied and very appropriate. **16**	Formatting elements (colours, fonts, etc.) are appropriate. **12**	Formatting elements (colours, fonts, etc.) are seldom appropriate. **8**	Formatting elements (colours, fonts, etc.) are rarely appropriate. **4**	**__/30**
	Technical conventions associated with the Web (page dimensions, hyperlinks, ergonomics, etc.) are always respected. **10**	Technical conventions associated with the Web (page dimensions, hyperlinks, ergonomics, etc.) are almost always respected. **8**	Technical conventions associated with the Web (page dimensions, hyperlinks, ergonomics, etc.) are often respected. **6**	Technical conventions associated with the Web (page dimensions, hyperlinks, ergonomics, etc.) are sometimes respected. **4**	Technical conventions associated with the Web (page dimensions, hyperlinks, ergonomics, etc.) are rarely respected. **2**	

Assign a mark of 0 when the adult learner's performance does not correspond to any of the statements in the rubric.

Competency 2: Produces Computerized Documents (80%) (cont.)

Instructions:

- For each criterion, circle the statement(s) that correspond(s) to the adult learner's performance level.
- In the last column, enter the mark that corresponds to the assigned rating(s). The only mark that can be allotted for a given level is that indicated in the rubric.

Rating scale / Evaluation criteria	**Advanced** competency development	**Thorough** competency development	**Acceptable** competency development	**Partial** competency development	**Minimal** competency development	**Mark**
2.3 Application of appropriate tools and functions	The final product demonstrates a very high level of proficiency in the use of commands and functions. **30**	The final product demonstrates a high level of proficiency in the use of commands and functions. **24**	The final product demonstrates proficiency in the use of commands and functions. **18**	The final product demonstrates a low level of proficiency in the use of commands and functions. **12**	The final product demonstrates a very low level of proficiency in the use of commands and functions. **6**	**__/30**
2.4 Proper presentation of the information based on the context	The final product is fully suited to the target audience. **10**	The final product is very well suited to the target audience. **8**	The final product is well suited to the target audience. **6**	The final product is poorly suited to the target audience. **4**	The final product is very poorly suited to the target audience. **2**	**__/10**
					Mark for competency 2:	**__/80**

Assign a mark of 0 when the adult learner's performance does not correspond to any of the statements in the rubric.

Competency 3: Adopts behaviours that reflect a concern for ethics, safety and critical thinking (10%)

Instructions:

- For each criterion, circle the statement(s) that correspond(s) to the adult learner's performance level.
- In the last column, enter the mark that corresponds to the assigned rating(s). The only mark that can be allotted for a given level is that indicated in the rubric.

Rating scale / Evaluation criteria	**Advanced** competency development	**Thorough** competency development	**Acceptable** competency development	**Partial** competency development	**Minimal** competency development	**Mark**
3.1 Adequate communication using the conventions of a given medium	Always respects copyright. **5**	Almost always respects copyright. **4**	Often respects copyright. **3**	Sometimes respects copyright. **2**	Rarely respects copyright. **1**	**__/10**
	The message of the final product is fully suited to the context and free of stereotypes and prejudice. **5**	The message of the final product is very well suited to the context and free of stereotypes and prejudice. **4**	The message of the final product is well suited to the context and free of stereotypes and prejudice. **3**	The message of the final product is poorly suited to the context. **2**	The message of the final product is very poorly suited to the context. **1**	
					Mark for competency 3:	**___/10**

Assign a mark of 0 when the adult learner's performance does not correspond to any of the statements in the rubric.

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