

*Definition of the domain  
for summative evaluation*

CMP-5062-2

# Microcomputing

## Computer Graphics

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

Québec 

*Definition of the domain  
for summative evaluation*

CMP-5062-2

**Microcomputing**

**Computer Graphics**

Formation professionnelle et technique  
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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 *Computer Graphics*. 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 *Computer Graphics* is designed to enable students to acquire the knowledge required to use a computer graphics program autonomously.

The students should be able to autonomously use the basic functions necessary to create graphics.

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 computer graphics programs.

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

### 3. Course Content for Purposes of Summative Evaluation

#### Themes

- **Graphics**
  - Moving a form or an object
  - Copying a form or an object
  - Deleting part of an image
  - Special effects
- **Drawing**
  - Line thickness
  - Rectangle with rounded corners, circle, ellipse
  - Straight line, curve
  - Motif
- **Text**
  - Inserting text
  - Character fonts
  - Character size
- **Management commands**
  - Retrieving an image
  - Saving under a new name
  - Changing size or orientation

#### 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	Graphics 25%		Management Commands 15%
	Drawing 45%	Text 15%	
Applying 25%	<b>1</b> Moving a form or an object 5%		<b>4</b> Retrieving an image 5%
	<b>2</b> Copying a form or an object 5%		
	<b>3</b> Deleting part of an image 5%		<b>5</b> Saving under a new name 5%
Producing 75%	<b>6</b> Line thickness 10%	<b>11</b> Inserting text 5%	<b>14</b> Changing size or orientation 5%
	<b>7</b> Rectangle with rounded corners, circle, ellipse 15%	<b>12</b> Character fonts 5%	
	<b>8</b> Straight line, curve 10%	<b>13</b> Character size 5%	
	<b>9</b> Motif 10%		
	<b>10</b> Special effects 10%		

## **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 computer graphics 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 assessment of whether the correct method or procedure was used. The expected result should be identical for each student.

*Using a computer graphics program, students should be able to:*

1. Move a form or an object to a specified relative position.
2. Copy a form or an object in a drawing.
3. Delete part of a drawing.
4. Retrieve an image into an existing document.
5. Save a creation 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 computer graphics program, students should be able to:*

6. Use different line thicknesses.
7. Draw a rectangle with rounded corners, a circle and an ellipse in a drawing.
8. Draw at least one straight line and one curve in a drawing.
9. Use a motif in one of the objects in the drawing.
10. Use at least one special effect with visible results.
11. Insert text into a drawing.
12. Use different character fonts in the text of a single drawing.
13. Use different character sizes in the text of a single drawing.
14. Change the default orientation or size of the print format of a drawing.

## 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 computer graphics 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

Since the knowledge related to the various basic elements of computer graphics programs is presented in all the dimensions, no dimension specific to these elements has 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      25%
  - *Producing* skill      75%
- In terms of themes:
  - Graphics                      25%
  - Drawing                      45%
  - Text                              15%
  - Management commands      15%

## 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 a drawing provided to the students in a file 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 120 minutes.
- It is necessary to use a computer, a computer graphics 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.

