Microcomputing

Word Processing II

Reach for your **Dreams**

Québec

Microcomputing

Word Processing II

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 *Word Processing 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

Consequences

The course *Word Processing II* is designed to allow students to acquire the knowledge required to create and edit a document using a word-processing program.

The students should be able to autonomously use the functions related to the creation and the editing of a document.

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 word-processing 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

- **Editing a text**
  – Find and Replace function
  – Thesaurus

- **Inserting an image**
  – Selecting an image
  – Modifying an image

- **Page format, pagination, headers and footers**
  – Headers and footers
  – Right, left, top and bottom margins
  – Pagination

- **Tables and columns**
  – Table functions
  – Tab stops
  – Column functions

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	Editing a Text 20%	Inserting an Image 10%	Page Format, Pagination, Headers and Footers 30%	Tables and Columns 40%
Applying 60%	**1** Find and Replace functions 10%		**3** Right, left, top and bottom margins 10%	**5** Tab stops 10%
	2 Thesaurus 10%		**4** Pagination 10%	**6** Column functions 10%
Producing 40%		**7** Selecting an image 5%	**9** Headers and footers 10%	**10** Table functions 20%
		8 Modifying an image 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 the creation of the text and the editing functions of a word-processing 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 the assessment of whether the correct method or procedure was used. The expected result should be identical for each student.

Using a word-processing program, students should be able to:

1. Modify a text using the Find and Replace function.

2. Modify a text using the Thesaurus.

3. Modify the format of a text by setting the right, left, top and bottom margins at values other than the default values.

4. Use the pagination functions in a text.

5. Insert or delete tab stops at specific places in a text.

6. Present a text in columns.

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 word-processing program, students should be able to:

7. Select an image and insert it into a text.

8. Change the size and position of an image in a text.

9. Create a header or a footer in a text.

10. Reproduce a simple table.

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6. Explanation of the Content and Weighting

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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 the text creation and editing functions of a word-processing 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 content of the course *Word Processing I*, which is evaluated at the end of that course, is not included in the summative evaluation of 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:
  - Editing a text   20%
  - Inserting an image   10%
  - Page format   30%
  - Tables and columns   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 sitting.

- The maximum duration of the examination is 90 minutes.

- It is necessary to use a computer, a word-processing 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.