

Date: _____ Educational Organization: _____

Titre/Version: _____ Course Code: **MTH-5163-2:** Geometric Representation in an Applied Context 2

VALIDATION OF THE EXAMINATION CONTENT

The integrative processes targeted in this course are *describing and representing two-dimensional or three-dimensional objects or physical spaces, describing geometric loci and representing them graphically and algebraically, and using vectors to generalize geometry principles*. All of the categories of knowledge and at least eight of the ten items of prescribed knowledge are covered in this examination. Use the table below to record the distribution of the items of prescribed knowledge. Take the *Restrictions and Clarifications* of the programme into account.

| Categories of Knowledge | Prescribed Knowledge | Question | | | | Task | | |
|---|--|----------|---|---|---|------|---|---|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 |
| Geometric transformations | Describing and representing geometric transformations | | | | | | | |
| Trigonometric relations in triangles | Representing and interpreting situations using triangles | | | | | | | |
| Equivalent figures (plane figures or solids) | Finding measurements: <ul style="list-style-type: none"> ○ length of segments ○ areas ○ volumes ○ capacities | | | | | | | |
| Metric relations in circles | Finding measurements: <ul style="list-style-type: none"> ○ arcs and angles (degrees or radians) ○ lengths (segments, chords) | | | | | | | |
| Standard unit circle | Finding measurements: <ul style="list-style-type: none"> ○ arcs or angles (radians) | | | | | | | |
| | Finding the coordinates of points associated with important angles | | | | | | | |

| Categories of Knowledge | Prescribed Knowledge | Question | | | | Task | | |
|---------------------------------------|---|----------|---|---|---|------|---|---|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 |
| Trigonometric identities | Manipulating simple trigonometric expressions using definitions | | | | | | | |
| Geometric loci and relative positions | Describing, representing, and constructing geometric loci <ul style="list-style-type: none"> ○ plane loci ○ the conics studied are: <ul style="list-style-type: none"> ▪ parabola (centred at the origin and translated) ▪ circle (centred at the origin and translated) ▪ ellipse (centred at the origin and translated) ▪ hyperbola (centred at the origin and translated) | | | | | | | |
| Vectors | Resultant and projection | | | | | | | |
| | Operations on vectors | | | | | | | |

| VALIDATION PER QUESTION OR PER TASK | | | | | | |
|--|---|--|--|-------------|-----------------|------------------|
| EXPLICIT EVALUATION OF KNOWLEDGE | | | | | | |
| Question 1 | | | | | | |
| Is the length of text and vocabulary used suitable for the schooling level of the adult? Yes <input type="checkbox"/> No <input type="checkbox"/> | Is the visual aspect of the question (graphs, images, diagrams, space to show work, etc.) adequate? Yes <input type="checkbox"/> No <input type="checkbox"/> | Is the point distribution for the question adequate? Yes <input type="checkbox"/> No <input type="checkbox"/> | In your opinion, this question's level of difficulty is: | Easy | Medium | Difficult |
| | | | | | | |
| | | | In your opinion, this question should be: | Kept | Modified | Removed |
| | | | | | | |
| Comments: | | | | | | |
| Question 2 | | | | | | |
| Is the length of text and vocabulary used suitable for the schooling level of the adult? Yes <input type="checkbox"/> No <input type="checkbox"/> | Is the visual aspect of the question (graphs, images, diagrams, space to show work, etc.) adequate? Yes <input type="checkbox"/> No <input type="checkbox"/> | Is the point distribution for the question adequate? Yes <input type="checkbox"/> No <input type="checkbox"/> | In your opinion, this question's level of difficulty is: | Easy | Medium | Difficult |
| | | | | | | |
| | | | In your opinion, this question should be: | Kept | Modified | Removed |
| | | | | | | |
| Comments: | | | | | | |
| Question 3 | | | | | | |
| Is the length of text and vocabulary used suitable for the schooling level of the adult? Yes <input type="checkbox"/> No <input type="checkbox"/> | Is the visual aspect of the question (graphs, images, diagrams, space to show work, etc.) adequate? Yes <input type="checkbox"/> No <input type="checkbox"/> | Is the point distribution for the question adequate? Yes <input type="checkbox"/> No <input type="checkbox"/> | In your opinion, this question's level of difficulty is: | Easy | Medium | Difficult |
| | | | | | | |
| | | | In your opinion, this question should be: | Kept | Modified | Removed |
| | | | | | | |
| Comments: | | | | | | |
| Question 4 | | | | | | |
| Is the length of text and vocabulary used suitable for the schooling level of the adult? Yes <input type="checkbox"/> No <input type="checkbox"/> | Is the visual aspect of the question (graphs, images, diagrams, space to show work, etc.) adequate? Yes <input type="checkbox"/> No <input type="checkbox"/> | Is the point distribution for the question adequate? Yes <input type="checkbox"/> No <input type="checkbox"/> | In your opinion, this question's level of difficulty is: | Easy | Medium | Difficult |
| | | | | | | |
| | | | In your opinion, this question should be: | Kept | Modified | Removed |
| | | | | | | |
| Comments: | | | | | | |

| SUMMARY – EXPLICIT EVALUATION OF KNOWLEDGE | | | | | | |
|--|--|----|--------------------------|---|----|----------|
| | Yes | No | Comments and Suggestions | | | |
| Are the types of items (multiple choice, true or false, matching, short answer, etc.) varied? | | | | | | |
| Are the modes of representation (rule, table of values, graph, description in words, etc.) varied? | | | | | | |
| Is the level of difficulty appropriate? | | | | | | |
| Are the items of prescribed knowledge evaluated in line with the programme and its DED? | | | | | | |
| VALIDATION OF THE CORRECTION KEY FOR THE EXPLICIT EVALUATION OF KNOWLEDGE | | | | | | |
| | Is the <i>Correction Key</i> accurate? | | | Are the marking guidelines in the <i>Guide</i> clear? | | |
| | Yes | No | Comments | Yes | No | Comments |
| Question 1 | | | | | | |
| Question 2 | | | | | | |
| Question 3 | | | | | | |
| Question 4 | | | | | | |

| EVALUATION OF THE COMPETENCIES | | | |
|--|--------------|-------------------|--------------------------|
| Task 1 | | | |
| | Satisfactory | Revision Required | Comments and Suggestions |
| The context of the task is realistic, is relevant to adults from anywhere in the province of Québec, and takes into account the broad areas of learning. | | | |
| The task requires adults to use different strategies. | | | |
| The length of text is appropriate, and the vocabulary is suitable for the schooling level of the adult. | | | |
| The task respects the official documents for the course (i.e. programme, DED). | | | |
| The task allows for observation of each evaluation criterion. | | | |
| The task question <u>does not contain any important new information</u> and is an interrogative sentence. | | | |
| The graphs, images, and diagrams are clear and coherent with the context. | | | |
| The visual aspects (e.g. page layout, illustrations, workspace) are appropriate. | | | |

| EVALUATION OF THE COMPETENCIES | | | |
|--|--------------|-------------------|--------------------------|
| Task 2 | | | |
| | Satisfactory | Revision Required | Comments and Suggestions |
| The context of the task is realistic, is relevant to adults from anywhere in the province of Québec, and takes into account the broad areas of learning. | | | |
| The task requires adults to use different strategies. | | | |
| The length of text is appropriate, and the vocabulary is suitable for the schooling level of the adult. | | | |
| The task respects the official documents for the course (i.e. programme, DED). | | | |
| The task allows for observation of each evaluation criterion. | | | |
| The task question <u>does not contain any important new information</u> and is an interrogative sentence. | | | |
| The graphs, images, and diagrams are clear and coherent with the context. | | | |
| The visual aspects (e.g. page layout, illustrations, workspace) are appropriate. | | | |

| EVALUATION OF THE COMPETENCIES | | | |
|--|--------------|-------------------|--------------------------|
| Task 3 | | | |
| | Satisfactory | Revision Required | Comments and Suggestions |
| The context of the task is realistic, is relevant to adults from anywhere in the province of Québec, and takes into account the broad areas of learning. | | | |
| The task requires adults to use different strategies. | | | |
| The length of text is appropriate, and the vocabulary is suitable for the schooling level of the adult. | | | |
| The task respects the official documents for the course (i.e. programme, DED). | | | |
| The task allows for observation of each evaluation criterion. | | | |
| The task question <u>does not contain any important new information</u> and is an interrogative sentence. | | | |
| The graphs, images, and diagrams are clear and coherent with the context. | | | |
| The visual aspects (e.g. page layout, illustrations, workspace) are appropriate. | | | |

| SUMMARY – EVALUATION OF THE COMPETENCIES | | |
|--|-----|----|
| | Yes | No |
| Are the modes of representation (rule, table of values, graph, description in words, etc.) varied? | | |
| Is the level of difficulty appropriate? | | |
| Comments and Suggestions | | |
| | | |

| VALIDATION OF THE CORRECTION KEY FOR THE EVALUATION OF THE COMPETENCIES | | | | | | |
|---|---|----|----------|--|----|----------|
| | Is the example of a solution appropriate? Is the solution proposed clear and rigorous? | | | Is the information gathering tool appropriate? Are the observable elements coherent with the evaluation criteria? | | |
| | Yes | No | Comments | Yes | No | Comments |
| Task 1 | | | | | | |
| Task 2 | | | | | | |
| Task 3 | | | | | | |

| GLOBAL APPRECIATION | | | |
|---|--------------|-------------------|--------------------------|
| Global Appreciation | Satisfactory | Revision Required | Comments and Suggestions |
| The descriptions for the required and authorized materials are pertinent. | | | |
| Instructions for the evaluation are clear. | | | |
| Evaluation may be completed within the given time frame. | | | |
| Copyright | | | |
| a. Rights, with supporting documents clearly indicating sources, have been obtained, if necessary. | | | |
| b. The images and texts are copyright free; the source is clearly indicated below each image and text. | | | |
| c. In the case of photos or drawings attributed to the authors of the examination, a letter granting GRICS permission to use the photos/drawings is attached to the examination. | | | |
| Presence of all required materials: <input type="checkbox"/> <i>Guide</i> <input type="checkbox"/> <i>Adult's Booklet</i> <input type="checkbox"/> <i>Correction Key</i> <input type="checkbox"/> <i>Evaluation Booklet</i> | | | |
| The content of the examination is free of stereotypes and of offensive and discriminatory elements. | | | |
| Other Comments and Suggestions | | | |
| | | | |
| BIM Consultant: _____ | | Date: _____ | |