

Date: _____

Educational Organization: _____

Titre/Version: _____

Course Code: **MTH-5173-2:** Geometric Representation in a Fundamental 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, using vectors to generalize geometry principles*. All of the categories of knowledge and at least seven of the nine 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 loci	Describing, representing, and constructing geometric loci <ul style="list-style-type: none"> ○ conics studied: <ul style="list-style-type: none"> ▪ parabola (centred at the origin and translated) ▪ circle (centred at the origin) ▪ ellipse (centred at the origin) ▪ hyperbola (centred at the origin) 							
	Solving a system of second-degree equations with respect to conics							
	Determining the coordinates of points of intersection of a straight line and a conic or of a parabola and another conic							
Standard unit circle	Finding measurements: <ul style="list-style-type: none"> ○ arcs or angles (radians) 							
	Finding the coordinates of points associated with important angles							
Trigonometric identities	Manipulating simple trigonometric expressions using definitions							
Vectors	Resultant and projection							
	Operations on vectors							
	Determining the coordinates of a division point							

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: _____	