



**DEFINITION OF THE EVALUATION DOMAIN
FOR CERTIFICATION AND RECOGNITION**

Course
Finance and Arithmetic
MTH-1101-3

Common Core Basic Education Program
Mathematics

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Introduction

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

The DED is the reference document that ensures the validity of examinations across the province¹. This document serves as a framework for developing multiple equivalent versions of an evaluation instrument.

The DED for each ministerial examination is developed by the *ministère de l'Éducation, du Loisir et du Sport* (MELS). The DED for other types of examinations is developed either by MELS or, at the request of the school boards, the Société GRICS (BIM). For ethical reasons, only those responsible for developing Definitions of the Evaluation Domain can modify their content.

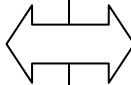
Examinations developed by the MELS conform to the content of their respective DEDs. It is recommended all other examinations be in agreement with the DEDs.

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

Evaluation Content

General Information	
<p>Broad Areas of Learning</p> <ul style="list-style-type: none"> • Health and Well-Being • Environmental and Consumer Awareness • World of Work • Citizenship <p>Subject Area</p> <ul style="list-style-type: none"> • Mathematics, Science and Technology <p>Class of Situations</p> <ul style="list-style-type: none"> • Managing Finances 	<p>Program of Study</p> <ul style="list-style-type: none"> • Mathematics <p>Course</p> <ul style="list-style-type: none"> • Finance and Arithmetic MTH-1101-3
Essential Elements Targeted by the Evaluation	
<p>Competency</p> <ul style="list-style-type: none"> • To deal with a real-life situation pertaining to the class of situations targeted by the course. 	<p>Categories of Essential Knowledge</p> <ul style="list-style-type: none"> • Rational numbers • Proportional relations • Financial concepts • Sets and statistics

Evaluation Criteria and Weighting	
<p>Evaluation Criteria for the Competency</p> <p>Appropriate, realistic and consistent interpretations of financial information (25 %)</p> <p>Production of clear and coherent financial information (25 %)</p> <p>Correct and rigorous calculations involving amounts of money (30 %)</p>	<p>Proficiency in Mathematical Knowledge</p> <p>Proficiency in mathematical knowledge presupposes its acquisition, understanding, application and mobilization, and is therefore linked with the evaluation criteria for the competency*.</p> <p>* Explicit evaluation of mathematical knowledge (20 %)</p>



Explanation of the Evaluation Content

Evaluation Criteria

The evaluation criteria are formulated exactly as in the course.

Information Clarifying the Evaluation Criteria

Appropriate, realistic and consistent interpretations of financial information

This criterion measures the adult's ability to:

- decode the symbols and notations of arithmetic language contained in explicit information;
- decode the mathematical and financial terms used in everyday information;
- select the information needed to deal with real-life situations;
- deduce implicit financial information needed to deal with the real-life situation concerned;
- classify rational numbers and financial data in order to make appropriate choices.

Production of clear and coherent financial information

This criterion measures the adult's ability to:

- use the symbols and notations of arithmetic language and of the Canadian monetary system;
- use exact mathematical and financial terms;
- select information relevant to the purpose of the message;
- structure the message using arithmetic models.

Correct and rigorous calculations involving amounts of money

This criterion measures the adult's ability to:

- select the arithmetic operations that are appropriate to real-life situations;
- perform operations or sequences of operations involving rational numbers to calculate an exact amount or ratio;
- apply the unit-rate method to perform inversely or directly proportional calculations.

Proficiency in Mathematical Knowledge

Proficiency in mathematical knowledge is assessed through the evaluation of the competency using tasks related to the evaluation criteria.

For this course, the evaluation of some mathematical knowledge is done explicitly.

Weighting

The weighting for the evaluation of the competency is 80 %. The weighting assigned to the explicit evaluation of mathematical knowledge is 20 % (see the distribution of these percentages in the table).

These weightings were established in order to emphasize the competency while acknowledging the importance mathematical knowledge plays in its development.

Knowledge

Essential knowledge targeted for the evaluation of the competency are many, in the course MTH-1101, under the label *New compulsory knowledge* for the following categories:

- Rational numbers
- Proportions relations
- Financial concepts
- Sets and statistics

It is recommended that approximately half of the essential knowledge be the object of evaluating mobilized knowledge, and that approximately one quarter of the essential knowledge be the object of explicit evaluation.

Specifications for the Evaluation Instruments

Examination: Number of Parts, Sections, Procedures and Duration

The examination is comprised of one part, divided into two sections. These sections are included in the same booklet and may be administrated over two sessions.

Should the examination take place over the course of two sessions, it is imperative to separate it into two distinct booklets in order to preserve its confidentiality.

Total length of the evaluation: 2 hours and 30 minutes

Section – *Explicit Evaluation of Mathematical Knowledge*: 30 minutes

Section – *Evaluation of Mobilized Mathematical Knowledge*: 2 hours

Examination Content

Section – *Explicit Evaluation of Mathematical Knowledge*

The tasks to be performed by the adult learner in the section *Explicit Evaluation of Mathematical Knowledge* consist of answering questions leading to short answers or more developed answers.

Section – *Evaluation of Mobilized Mathematical Knowledge*

The tasks to be performed by the adult learner in the section *Evaluation of Mobilized Mathematical Knowledge* are problems to be solved. They are presented in one or more real-life situations associated with Managing Finances.

Information-Gathering Tools

Section – *Explicit Evaluation of Mathematical Knowledge*

The adult learner answers questions which lead to short answers or more developed answers.

Section – *Evaluation of Mobilized Mathematical Knowledge*

The adult learner solves problems contextualized in real-life situations.

Authorized Materials

For both sections of the examination

- Regular or scientific calculator
- A memory aid

Specifications:

- ◆ The memory aid, prepared by the adult learner, must not exceed one $8\frac{1}{2} \times 11$ inch single-sided sheet of paper. It may be handwritten or typed (minimum 12-point font; single-spaced) and must be approved by the teacher.
- ◆ Mathematical formulas and examples prepared by the adult learner are permitted on the memory aid.

Assessment ToolsSection – *Explicit Evaluation of Mathematical Knowledge*

- An answer key

Section – *Evaluation of Mobilized Mathematical Knowledge*

- An answer key
- A rubric for the competency, based on criterion-referenced examples of adult learners' reasoning that uses a descriptive scale with five levels.

Pass Mark

The pass mark is 60 % for the examination as a whole.

Retakes

The adult learner must retake another version of the entire examination.