

MATHEMATICS

MTH-4067-3 Equations and
Inequalities II

**DEFINITION OF THE DOMAIN FOR
SUMMATIVE EVALUATION**

FEBRUARY 1995

MATHEMATICS

MTH-4067-3 Equations and
Inequalities II

DEFINITION OF THE DOMAIN FOR SUMMATIVE EVALUATION

FEBRUARY 1995

© Gouvernement du Québec
Ministère de l'Éducation, 1995 — 9495-3144

ISBN 2-550-09996-6

Legal Deposit — Bibliothèque nationale du Québec, 1995

TABLE OF CONTENTS

	Page
1. Introduction	1
2. Program Orientations and Consequences for Summative Evaluation	2
3. Content of the Program for Purposes of Summative Evaluation	3
4. Table of Dimensions	4
5. Observable Behaviours	5
6. Justification of Choices	6
7. Description of the Examination	7

1. INTRODUCTION

This Definition of the Domain for Summative Evaluation describes and classifies the essential and representative elements of the *Mathematics* program, and, more specifically, of the module entitled *Equations and Inequalities 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 Definition of the Domain for Summative Evaluation for each course in this program is organized in a similar manner; however, the content of this definition of domain is specific to the module entitled *Equations and Inequalities II*.

The goal of the Definition of the Domain for Summative Evaluation is 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 responsibilities shared by the ministère de l'Éducation and the school boards.

2. PROGRAM ORIENTATIONS AND CONSEQUENCES FOR SUMMATIVE EVALUATION

Orientations

The main purpose of the adult education secondary level *Mathematics* program is to help adults understand the mathematical concepts needed to solve problems related to everyday situations, expand their knowledge of mathematics and, ultimately, facilitate access to a future career. Consequently, in the program, mathematics is presented as a practical tool for solving common, real-life problems.

Another area of development emphasized in the program involves mastering the mathematical operations used in science and technology for processing the kind of information students encounter in their daily lives, and which enables them to understand various everyday phenomena in terms of quantities and relations.

In developing these skills, the *Mathematics* program can also prepare interested adults for studies leading to a career in science.

Whether the aim is to enable students to solve practical problems or to orient them towards a career in science, all the learning activities in the program emphasize the acquisition of a systematic work method.

The program places equal emphasis on mastering the use of a calculator or a microcomputer in the classroom. This particular area of development is addressed throughout the different learning activities.

Consequences

Evaluation items should deal with either original and practical situations taken from everyday life or those associated with an occupation.

Evaluation items should also pertain to situations in the fields of science or mathematics. For example, examination problems could deal with such things as the calculation of interest rates or the use of mathematical formulas used in science.

Evaluation should measure the adult's ability to follow the steps involved in solving a problem. It should also verify whether or not the student has mastered a work method.

The use of a calculator is permitted.

3. CONTENT OF THE PROGRAM FOR PURPOSES OF SUMMATIVE EVALUATION

Concepts

- * System of two equations of the first degree in two variables
- * System of two inequalities of the first degree in two variables

Skills

Each skill is defined within the context of a mathematics program. Given that the adult education *Mathematics* program harmonizes with the mathematics programs in the youth sector, the skills involved are the same for students in both sectors.

STRUCTURING:	Being familiar with the fundamentals of mathematics, understanding some mathematical concepts, establishing cognitive relations. <i>Possible actions:</i> to associate, classify, complete, describe, define, compare, contrast, state, enumerate, group, name, rank, organize, recognize, arrange, and so on.
MATHEMATIZING:	Interpreting a given situation using a mathematical model (arithmetical, algebraic or graphical). <i>Possible actions:</i> to formalize, illustrate, represent, schematize, symbolize, translate, transpose, and so on.
OPERATING:	Performing a given operation or transformation. <i>Possible actions:</i> to calculate, construct, break down, perform, estimate, evaluate, isolate, measure, reconstruct, solve, draw, transform, verify, and so on.
ANALYZING OR SYNTHESIZING:	Establishing a link between a problem and a given solution solving a given problem. <i>Possible actions:</i> to conclude, deduce, derive, explain, extrapolate, infer, justify, prove, solve, transfer, and so on.

4. TABLE OF DIMENSIONS

For purposes of summative evaluation, only skills and knowledge (concepts) will be measured. In the table below, essential and representative elements of the program have been grouped by combining concepts with skills. Each combination of one or more concepts with a skill is called a dimension. A given dimension may encompass more than one objective and, conversely, a given objective can be related to more than one dimension.

CONCEPTS	SYSTEM OF TWO EQUATIONS	SYSTEM OF TWO INEQUALITIES
SKILLS	80%	20%
STRUCTURING	Graphing	Graphing
	1	
	Tables of values	
12%	2	7
MATHEMATIZING	Problems from everyday life	
	3	
5%		
OPERATING	Graphic method	Graphic method
	4	
	Algebraic method	
56%	5	8
ANALYZING OR SYNTHESIZING	Problems from everyday life	
	6	
27%	27%	

Key: The numbers 1 to 8 identify the dimensions.

5. OBSERVABLE BEHAVIOURS

Examination items should be formulated on the basis of the observable behaviours listed below. The requirements and restrictions specified in the objectives of the program must be observed.

Dimension 1

To identify, in a graph, the solution of a system of two equations of the first degree in two variables.

Dimension 2

To identify, in tables of values, the solution of a system of two equations of the first degree in two variables.

Dimension 3

To translate a word problem into a system of equations.

Dimension 4

To apply the graphic method to solve a system of two equations of the first degree in two variables.

Dimension 5

To solve, by one of the following methods, a system of two equations of the first degree in two variables: comparison, substitution, elimination through addition.

Dimension 6

To solve problems from everyday life that can be expressed as systems of equations of the first degree in two variables.

Dimension 7

To identify, in a graph, the solution of a system of two equations of the first degree in two variables.

Dimension 8

To apply the graphic method to solve a system of two inequalities of the first degree in two variables.

6. JUSTIFICATION OF CHOICES

Given that the program focuses on helping the students learn how to use various mathematical tools to solve practical problems dealing with everyday situations, the emphasis has been placed on the skills needed to solve these problems: **mathematizing, operating** and **analyzing**.

Since it is also important that students be able to use a systematic procedure to solve a word problem, they should clearly understand the steps involved in solving a problem.

The weighting of the skills listed below is based the program itself and the time normally required to master these skills.

STRUCTURING	12%
MATHEMATIZING	5%
OPERATING	56%
ANALYZING OR SYNTHESIZING	27%

With regard to concepts, it is clear that, since this is a first approach to systems of equations and inequalities, priority should be given to systems of equations. The concepts have been weighted as follows:

SYSTEM OF TWO EQUATIONS	80%
SYSTEM OF TWO INEQUALITIES	20%

7. DESCRIPTION OF THE EXAMINATION

A. TYPE OF EXAMINATION

There shall be a written examination consisting of items that will be scored subjectively (free-response or extended-response items). Some items may be scored objectively.

B. CHARACTERISTICS OF THE EXAMINATION

- The examination must be taken in a single session lasting no more than two hours.
- The distribution of marks should be consistent with the percentages indicated in the table of dimensions.
- Students are permitted to use a calculator.
- The items must reflect the requirements and restrictions outlined in the objectives of the program.

C. PASS MARK

The pass mark is set at 60 out of 100.

