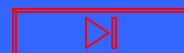
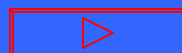
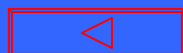
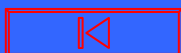




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Statistiques internationales

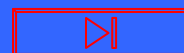
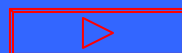
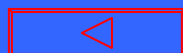
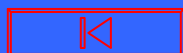


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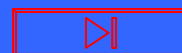
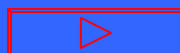
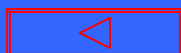
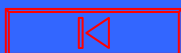
Huguenau 31 mai 2014

Statistiques internationales– MsF

*nous avons pensé, pour étudier la réussite des exercices,
à une possible élaboration
et représentation des données conformes*



Les sources des données





Pays/secteurs

France (Alsace) CA – HA - NA - SE

Allemagne 11 secteurs

Ecosse

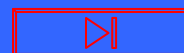
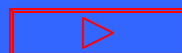
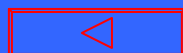
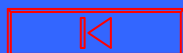
Espagne

Italie (nation)

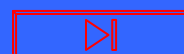
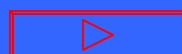
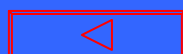
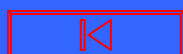
Liban

Romanie

Suisse (Suisse Romande)



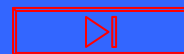
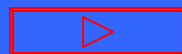
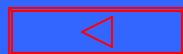
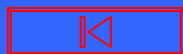
Année	Pays/secteurs	N classes
2014	8/14	3 814
2013	7/8	2 786
Δ	1/6	1 028 37%



Focus de raisonnement

Quelles sont les conditions pour dire
que un exercice est un bon exercice?

Critères : éviter de raisonnements
filandreaux et avoir des règles simples et
partagées



Focus de raisonnement

enjoieur

significatif

pour les math (processus et contenus)

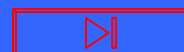
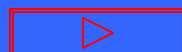
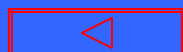
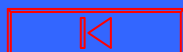
bon exercice

proportionné

(aux aptitudes)

positif

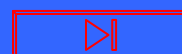
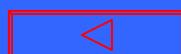
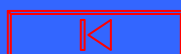
comme résultats



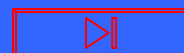
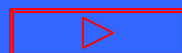
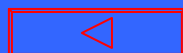
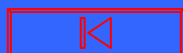
L'évaluation des résultats

nous pouvons commencer par un exemple

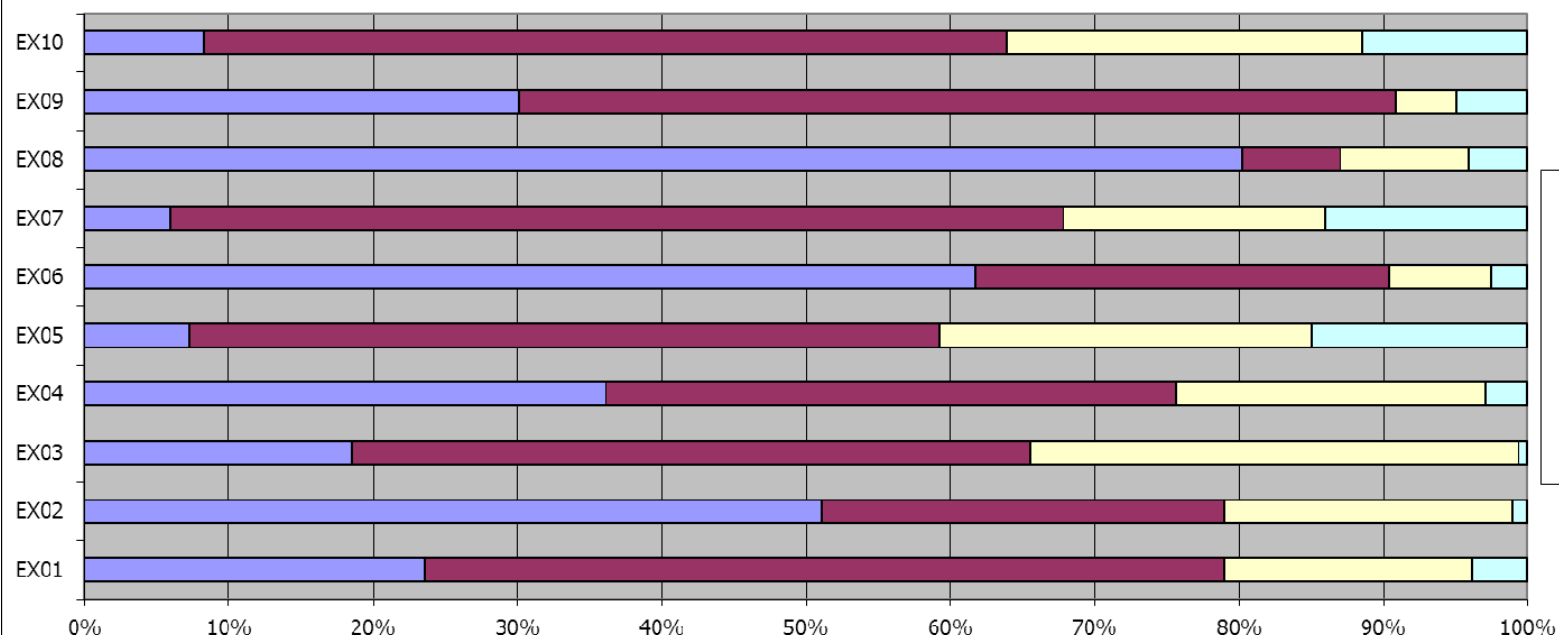
valeur	$P(\%) \text{ m} + \text{int}$	$P \text{ m}$	P zero	$P \text{ nr}$
très négative	< 30			
négative	$30 \leq P < 50$			
positive	$60 \leq P < 70$	>10	≤ 20	≤ 20
très positive	≥ 70	>40	≤ 20	≤ 10



La rappresentazione des données conformes

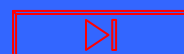
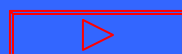
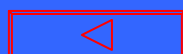
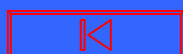


La classe 3e



	EX01	EX02	EX03	EX04	EX05	EX06	EX07	EX08	EX09	EX10
Nm	24%	51%	19%	36%	7%	62%	6%	80%	30%	8%
Ni	55%	28%	47%	40%	52%	29%	62%	7%	61%	56%
Nz	17%	20%	34%	21%	26%	7%	18%	9%	4%	25%
Nnr	4%	1%	1%	3%	15%	3%	14%	4%	5%	11%

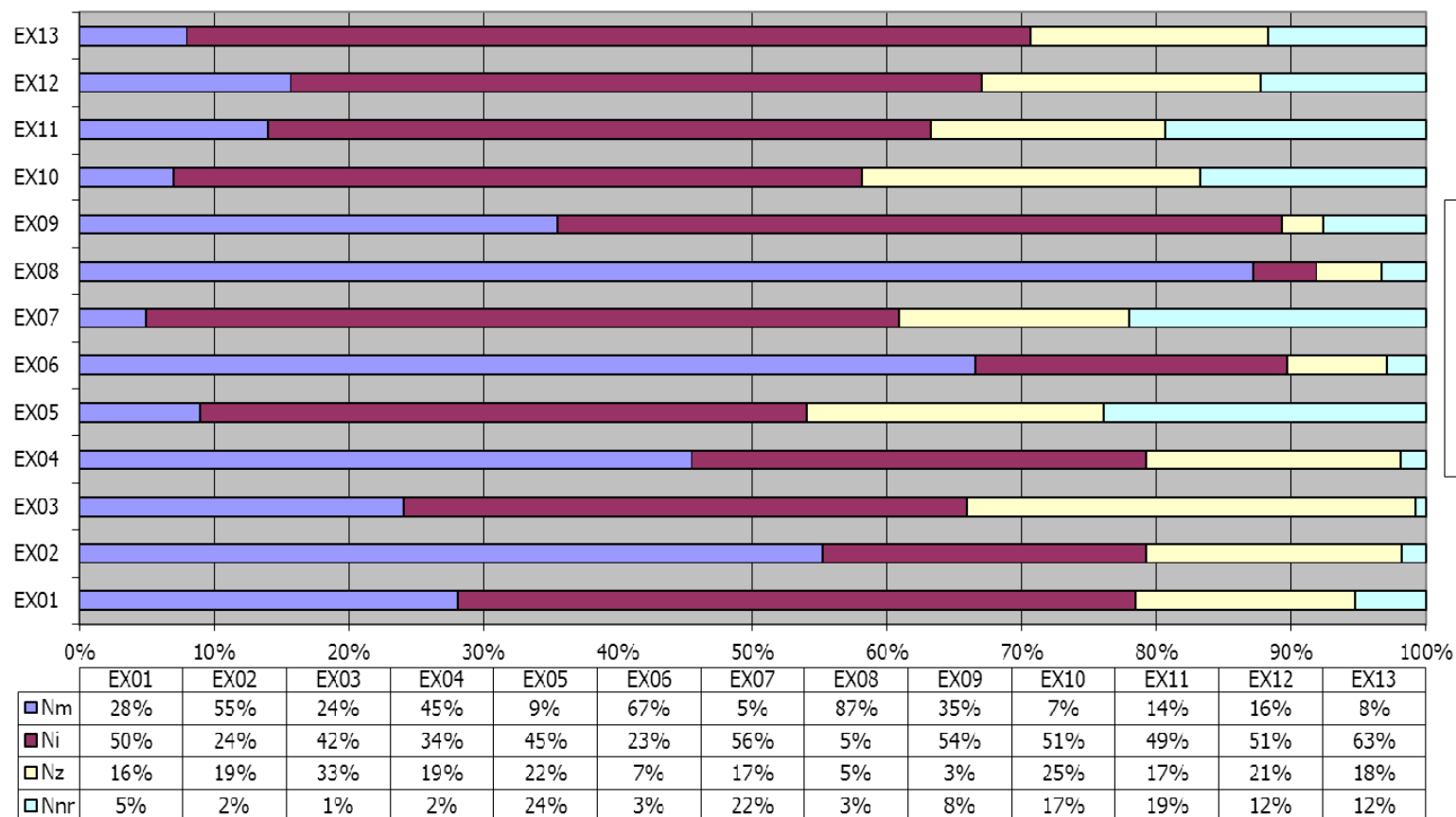
1 815
classes



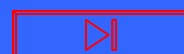
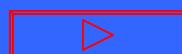
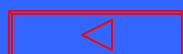
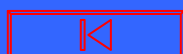
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La classe 2de



1 558
classes

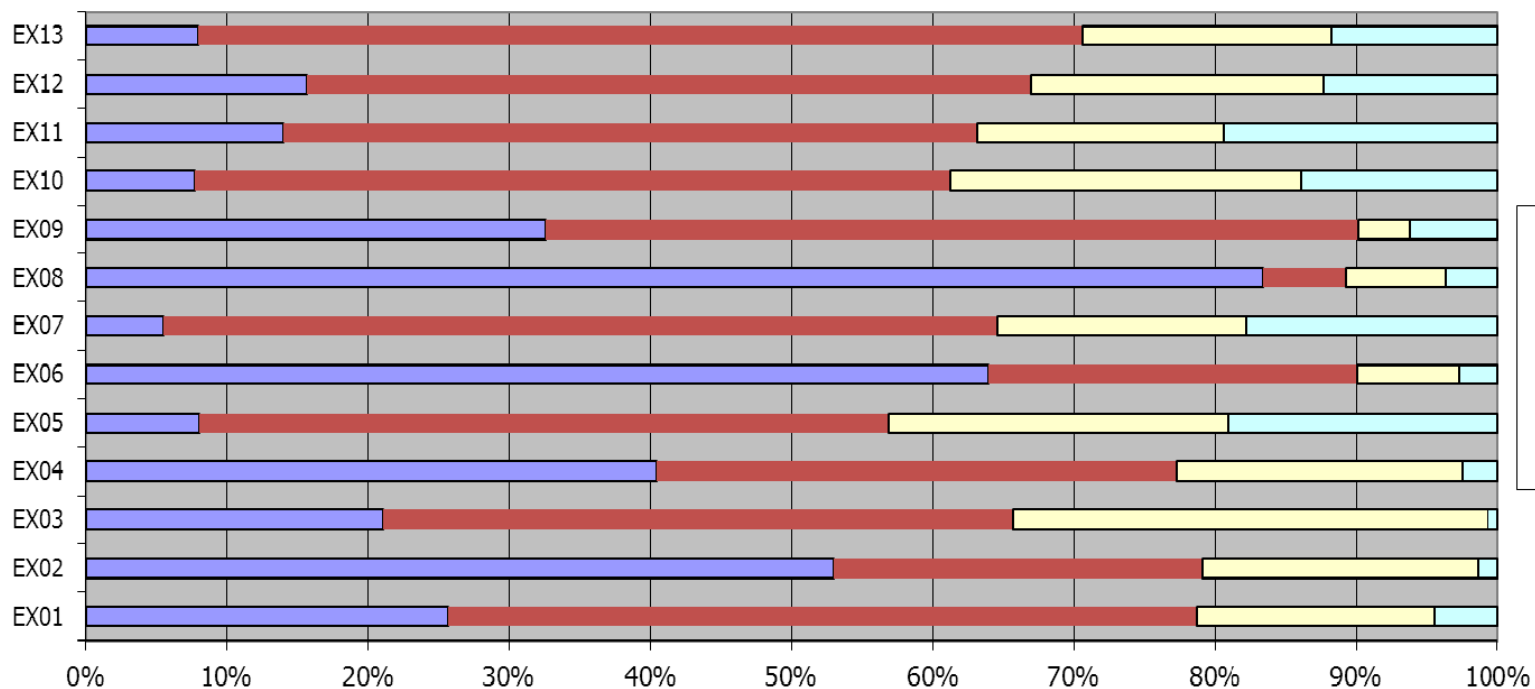


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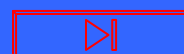
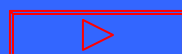
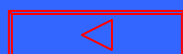
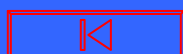
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Les classes 3e - 2de ensemble

3 373
classes



	EX01	EX02	EX03	EX04	EX05	EX06	EX07	EX08	EX09	EX10	EX11	EX12	EX13
Nm	26%	53%	21%	40%	8%	64%	6%	83%	33%	8%	14%	16%	8%
Ni	53%	26%	45%	37%	49%	26%	59%	6%	58%	53%	49%	51%	63%
Nz	17%	19%	34%	20%	24%	7%	18%	7%	4%	25%	17%	21%	18%
Nnr	5%	1%	1%	2%	19%	3%	18%	4%	6%	14%	19%	12%	12%

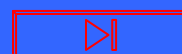
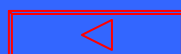
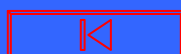
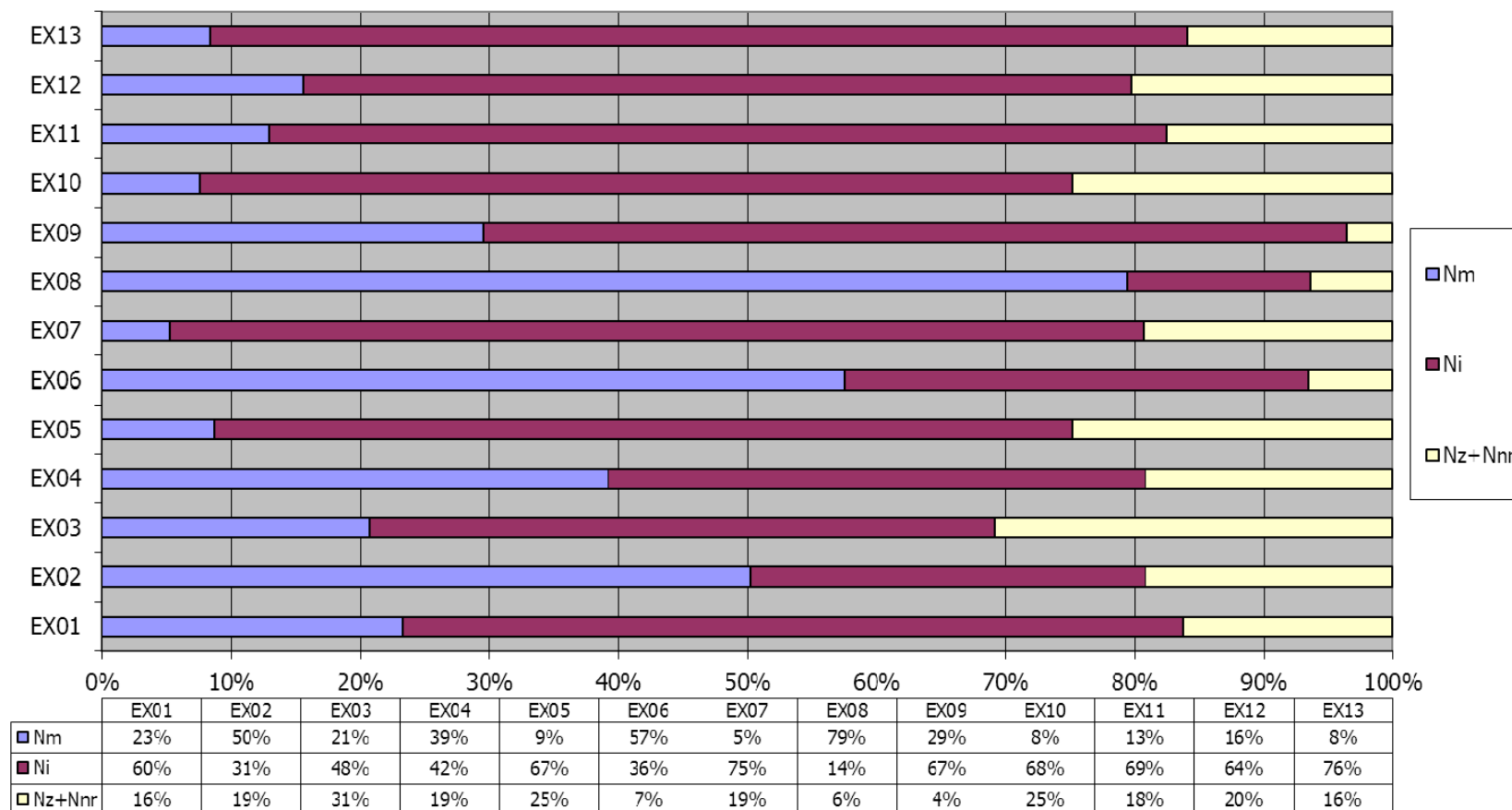


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Les classes 3e - 2de ensemble de tous les Pays/secteurs (avec Nz-Nnr ensemble)

3 814
classes

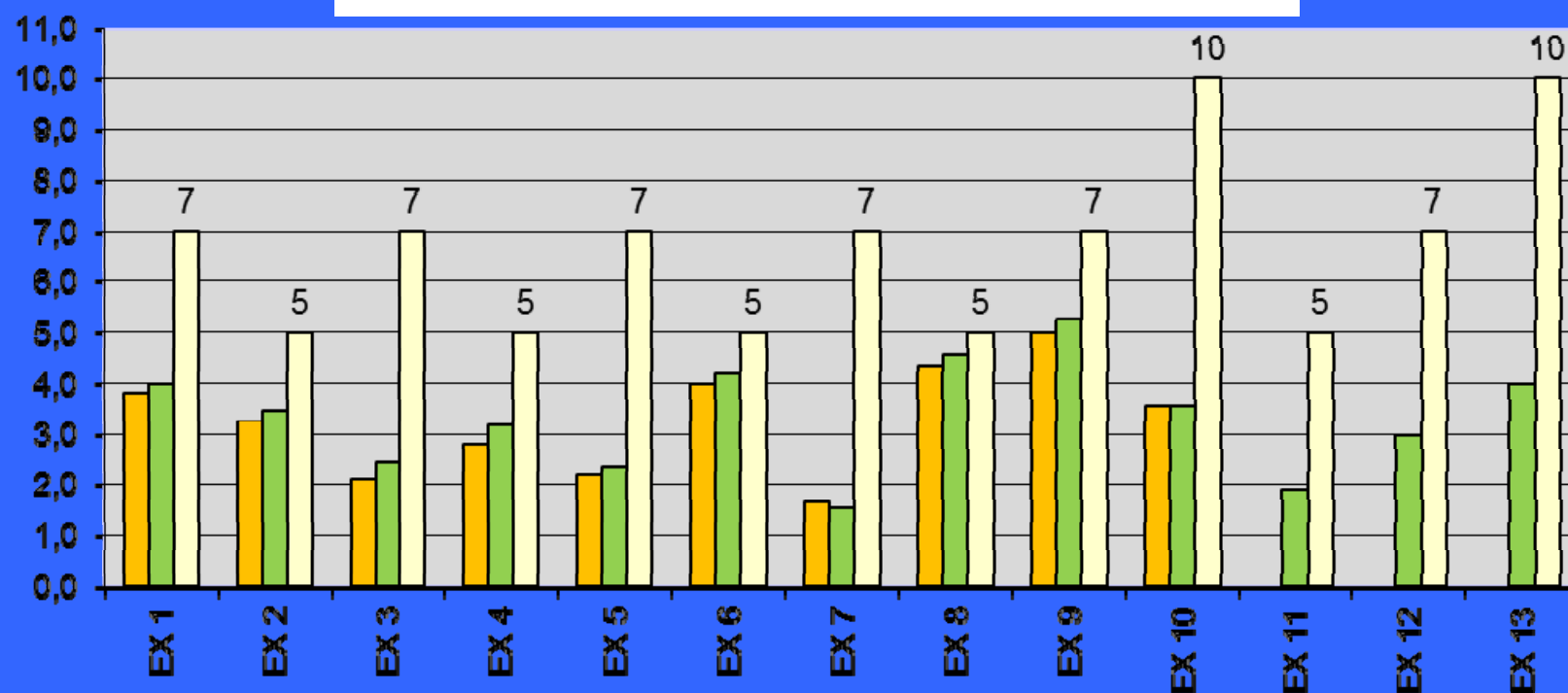


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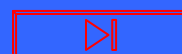
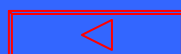
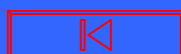
MsF 2013/2014 - Moyenne vs maximum

troisième seconde score maximum



3 814

classes

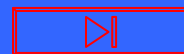
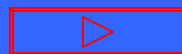
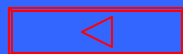
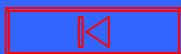


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Focus de travail commun pendant l'a.s. 2014-2015

- ❖ Recueillir, pour chaque Pays, pour chaque Ex. ainsi que Nm, Nz, Nnr, la moyenne, **la médiane**
- ❖ travailler les données d'ensemble, pour chaque Ex, avec Nm, Nz, Nnr
- ❖ travailler les données d'ensemble pour chaque Pays avec la moyenne et la médiane



Focus de travail commun pendant l'a.s. 2014-2015

nous attendons des propositions
Merci pour votre attention

