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Measuring mathematical abilities in control and competition situations. (A matematikai versenyképességek mérése kontroll- és versenyhelyzetekben.)
10-14-year-old pupils, fifth to eighth grades, worked out four problems in a mathematical competition. The problems to be solved dealt with arithmetical thinking, inductive approach, problem solving ability, and geometric computation, respectively. Reference groups of the same age had the same problems for homework. Differences between pupils’ achievement in competition and reference situations are described and evaluated. The performance of reference groups proved to be significantly better in each grade. The gap between the two groups changed from grade to grade. The difference was found to be the greatest in the seventh grade. The paper analyzes some of the reasons, such as reading competence or motivation factors.

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