

PRINCIPLES OF ASSESSMENT: MATHEMATICS TEACHER PERCEPTIONS

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ABSTRACT

As a practitioner in the educational field, having a deep understanding of assessment principles for mathematics teacher is a must. Their perceptions toward assessment principles and its applicability can influence the way they teach. The purpose of this study was to investigate their perceptions toward assessment principles and their tendency in choosing assessment instruments. In this case study, the subject involved where one high school teacher and one secondary school teacher. Major methods in this study were deep interview and classroom observations. The assessment principles used was adapted from Manitoba Education and Training. Results Showed that even though teacher understand the assessment principles and its importance well, the implementation and application in real classroom learning were still inconsistently applied. The tendency in using tools of the traditional assessment instrument that only assess student's cognitive rather than their effective and skill was still high. The difficulties and influence factors of the implementation were also revealed. Some practical suggestions on how to apply the principles in mathematics learning were presented in this study as the recommendation

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