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Assessing problem solving in the mathematics curriculum: a new approach.

Kaur, Berinderjeet (ed.) et al., Assessment in the mathematics classroom. Yearbook 2011, Association of Mathematics Educators. Hackensack, NJ: World Scientific (ISBN 978-981-4360-97-5/hbk; 978-981-4360-99-9/ebook). 33-66 (2011).

Summary: In this chapter, we focus on the implementation of a framework for assessing problem solving in a specifically designed curriculum. While traditional assessment of problem solving has focused on the products of problem solving, this framework builds on the works of Pólya and Schoenfeld and gives greater emphasis to the processes. This assessment framework works in tandem with a practical worksheet which is an important feature of the problem-solving curriculum that we have designed. We present the assessment framework and how it is used to assess students' doing problem solving. In particular, we use the assessment framework to assess the works of two students, Zill and William. We also discuss the students' ideas about the problem-solving curriculum and the assessment framework.

Classification: D60 D50 B70

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