Comparing mathematical competences to school achievement in school tests.


Summary: The evaluation of school tests used to be analytical in mathematics education, giving partial points to every thinking units, according to the evaluation system of the maturation test in Hungary. So it mainly measures the level of the acquirements of the curriculum. How can we take into account the development of the students’ mathematical competences together with this material-based evaluation? In my research I’ve examined 4 school tests of two classes (grade 11 and 12) of a secondary school according to a competence evaluation system and compared it to the traditional evaluation. Doing this, I try to find out the connection between the students’ school achievement (which we used to evaluate with marks from 1 to 5) and their mathematical competences. What can be the reason behind a weak school achievement? From the result of such a comparison we can define the ways of further development: what should the teacher concentrate on, the content, the sensible learning or the development of skills and abilities.

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