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Assessment practices in secondary-school mathematics teaching in Brazil.

Pope, Sue (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Proceedings of the British congress of mathematics education, BCME-8, University of Nottingham, UK, April 14–17, 2014. London: British Society for Research into Learning Mathematics (BSRLM). 41-48 (2014).

Summary: Classroom-based assessment has been a matter of concern and discussion in academia, especially in recent years. Many studies have been conducted, particularly about the implementation of formative assessment. Although it has been heralded as an important practice, there is still little research about this subject related to mathematics education, particularly in Brazil. Aiming to seek information about the types of approach that secondary-school mathematics teachers in Brazil have been taking in their classrooms, survey research was conducted via an e-questionnaire. The teachers were asked, among other aspects, about the frequency with which they apply and the importance they give to specific assessment methods or procedures. The results from the quantitative analysis show that tests and homework assignments are the methods most commonly used by mathematics teachers, whereas self-and peer-assessment are still not common practice.

Classification: D60

Keywords: educational diagnosis; analysis of learning outcomes; educational research; questioning; formative assessment; assessment practices; formal procedures; informal procedures; feedback

<http://www.bsrlm.org.uk/BCME8/BCME8-06.pdf>