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Gallego-Arrufat, Maria Jesus; Dandis, Maha

Rubrics in a secondary mathematics class.

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Summary: This paper aims to share the study of integrating a rubric as an assessment for learning tool in a secondary mathematics classroom in Spain. More precisely, this study intends to examine the viewpoint of a Spanish teacher regarding the benefits and difficulties of using rubrics as an assessment for learning tool. The intent of this article is to motivate secondary mathematics teachers to use rubrics in their classes. In addition, this article aims to contribute to the limited literature that pertains to the use of rubrics in secondary education. The results indicated that rubrics have the potential to enhance students' learning and teacher's work. Using the rubric made the students an active part in the learning process since they knew what is expected from them and worked hard to achieve the required level. In addition, using the rubric allowed the teacher to check on daily bases the level of understanding for all students. On the other hand, the rubric consumed a lot of time and effort from the teacher and her students because the rubric was a new method for them. The students argued that using the rubric is difficult because it requires a lot of details and because they are not used to use mathematical language to explain every step in problem solving.

Classification: D63

Keywords: secondary education; teaching; assessment rubrics; peer evaluation; evaluation criteria; mathematical knowledge; strategic knowledge; explanation; educational diagnosis; research; case studies

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