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Formative assessment in mathematics: a theoretical model.

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Summary: This paper concerns the description and discussion of a European research program about the examination of formative assessment in the teaching and learning of mathematics. The focus is on the presentation of a questionnaire constructed for the purposes of the research program, for tracing the mathematics teachers' beliefs regarding the use of formative assessment in mathematics teaching and learning. The development of the questionnaire was based on an extensive literature review in mathematics education in relation to formative assessment and the teachers' educational beliefs. A part of the results of the pilot administration of the questionnaire are included and also expected results of the study are presented, regarding the structural organization of formative assessment in mathematics and the different dimensions that are related to formative assessment.

Classification: D60

Keywords: educational research; teacher attitudes; beliefs; questioning; formative assessment; educational diagnosis; analysis of learning outcomes; feedback; choice of techniques of formal assessment; student errors; teacher education; learning; structural organization of formative assessment