

Mathematics Assessment Framework for Junior High Schools in the Province of Batangas

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Abstract

This research evaluated the classroom assessment practices based on the National Council of Teachers of Mathematics (NCTM) standards as the basis for designing a mathematics assessment framework for junior high schools in the province of Batangas. Specifically, this study aimed to describe the characteristics of the respondents, evaluate the mathematics assessment practices of teachers, and to determine the manifestation of the mathematics assessment purposes. It also identified the significant difference in the evaluation of mathematics assessment when grouped according to the respondent's characteristics and the significant relationship between the evaluation of mathematics assessment and its purpose. The exploratory method of research was utilized, through adopted and researcher-made questionnaires. The respondents of this study are the 289 junior high school mathematics teachers in the province of Batangas who were selected using stratified proportional random sampling. The study revealed that most of the junior high school mathematics teachers are new in the teaching profession, have a baccalaureate degree, have only 1 to 3 relevant training in the past 3 years, and in their maturing stage in using technology. Moreover, the assessment practices of junior high school mathematics teachers adhere to the NCTM standards. Additionally, there is a moderate extent of manifestation of the mathematics assessment purpose relative to evaluating mathematics curriculum, making instructional decisions, evaluating student's achievement, and monitoring student's progress. Furthermore, significant differences in the evaluation of mathematics assessment with reference to NCTM standards when grouped according to the respondents' characteristics varies. Likewise, there are significant strong positive relationships between the evaluation of mathematics assessment based on the NCTM standards and the purpose of assessment. The researcher believes that the designed mathematics assessment framework will meet the purpose of classroom assessment while helping the students to be mathematically literate.

Keywords: mathematics, assessment framework, exploratory, Philippines