

# **Assessment Practices in Mathematics at the College of Education, Arts, & Sciences of Capiz State**

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## **Abstract**

This study explored the assessment practices of mathematics teachers in the College of Education, Arts, and Sciences of Capiz State University. Using qualitative descriptive research, a population of six mathematics teachers and eight purposively selected BSEd mathematics major students were covered in the study. Open-ended questionnaire was utilized and documentary analysis was done to obtain the needed data. The data gathered were analyzed using the General Inductive Approach to draw significant views of the participants relevant to the research objectives. Results show that teacher-participants use a combination of traditional and authentic assessments in their mathematics class; the former for pedagogic functions, while the latter for enhancing instruction, summarizing learning, and testing students' ability to apply the concepts learned in real-life context. Traditional and authentic assessments have their own strengths and limitations as perceived by the participants. Issues and concerns surrounding both methods of assessments are related to the preparation, implementation, evaluation, and communication of results. An assessment program that captures students' thought processes and enhances mathematics learning not tapped by written exams is proposed. Further, diagnosing individual learner to determine the kind of intelligence they possess as well as their varying backgrounds is recommended for a more improved and informed assessment practices in mathematics class.

**Keywords:** *assessment methods, assessment practices, traditional assessment, authentic assessment, assessment in mathematics*