The Reality of Continuous Assessment of Student in Mathematics from Teachers Perspectives at Upper Grades Dammam in Primary Schools

A Thesis Submitted in Partial Fulfillment of the Requirements for the Master's Degree in Educational Measurement and Evaluation

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Abstract

The aim of this study was to identify the current status of continuous assessment of students in Mathematics from teachers' point of view in upper grades in Dammam primary schools by knowing the importance of application of the continuous assessment, the primary tools of continuous assessment, the most important procedures used at application of continuous assessment, and difficulties during the application of continuous assessment. With consideration to the study variables: education qualification, years of experience and the number of training courses in the field of continuous assessment. To achieve the objective of the study, a questionnaire of (56) items was used. The study was implemented on 134 teachers. The questionnaire validity and reliability was verified. The researcher used the descriptive method and other appropriate statistical methods.

The study results showed high importance of application of the continuous assessment, and revealed that the most important tools of continuous assessment are: classroom systematic observation, homework and regular observation at classroom. And that most important procedures used at application of continuous assessment are: teaching student new skill, then assessing the student's level of mastering the skill and inform the parent of student’s level. As to difficulties during the application of continuous assessment, the main difficulties found are: large quantity of teacher's conducted classes, large number of students in each classroom and the heavy tasks assigned to teachers at school. The results showed no statistical significant differences of educational qualification effect on the four topics. The results showed no statistical significant differences of years of experience effect on the four topics except the importance of application of the continuous assessment, the existence of statistical significant differences for the benefits of the teachers with 16 years experience or more. The results show no statistical significant differences on the number of training courses effect on the four topics.

In light of the study results, the researcher recommends: Issuance of unified manual for continuous assessment for Math and for each class level separately, as well as training teachers and school principals to be well prepared. Organize programs through various media to raise parents and public awareness of the importance of continuous assessment.