

## Using ICT for assessment in mathematics

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### I. The challenge

When we have to plan the assessment of a certain learning unit, there are some questions which we need to answer:

- What assessment strategies am I going to use throughout the learning unit?
- What methods/instruments of assessment am I going to use in order to identify the students' need throughout the learning unit?
- What are the products or the practical skills which the students will have to possess at the end of the unit?
- What methods/instruments of assessment are going to help the students reflect upon their own learning?
- In what ways am I going to evaluate superior thinking in this unit?

### II. The approach

Assessment, seen as an approach which evaluates diagnoses or identifies the student's acquisition men to reveal to what extent the objectives proposed are advanced –becomes an integral part of the educational process; evaluation must reflect the diversity and specificity of the objectives, and its instruments must be valid, enable and must reflect the specificity of mathematics.

When throughout the teaching process, the students learning is assessed through a multitude of techniques using a multitude of instruments, some of the anxiety related to grades can be eliminated; the use of wide range of assessment tools throughout academic education can give much more valuable information, both to the teachers and the students.

Multiple evaluation is performed by applying throughout the learning unit of a plethora of instruments which become familiar to the students which continuously inform the students about their own strong/weak points, thus preparing them for the final grades in the project/activities of research; if the students have difficulty regarding a skill/strategy/subject, the final evaluation will not be completely new and unfamiliar.