

THE FIRST EXPERIENCE IN CENTRAL SYSTEM COMMON EXAMS: MATHEMATICS

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Abstract

Transition system to secondary education from primary education has been witnessed to many constructions from past to present. Central system common exams have been implemented as a new model in the current academic year. The aims of the study are investigation of central system common exams within the context of mathematics and analysis of the questions by using webb's depth of knowledge which is determined as the theoretical framework. In this respect, it was used document analysis method in the study which follows a qualitative paradigm. The data of study was analyzed by using descriptive analysis methods. The study showed that the exam questions do not include some of the learning domains and attainments which are located in preliminary informing. In addition, The exam questions concantrates in the levels of recall/reproduce and skill/concepts. It is suggested that preliminary informing should be more detailed and the exam questions should prepare and select by considering the cognitive levels and content validity. Thus, It is believed that the assessment will be more reliable.

Key Words: Central system, common exams, mathematics, Webb's Depth of Knowledge.