

INSPECTION OF MATHEMATIC EXAMS WITH OPEN ENDED QUESTIONS FROM THE PERSPECTIVE OF MEASUREMENT AND EVALUATION

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Abstract

Measurement and evaluation provides information about whether educational programme achieves expected level, expected knowledge and the weaknesses of the learning process. Using open ended question has many advantages over current system. In Turkey, Student Selection and Placement Center (OSYM) is working on changing current examination system from multiple choice to open ended.

In this study, the approaches of teachers and students about the math exams which are prepared with open-ended questions have been investigated. For this, the questions of the French Baccalauréat exam are examined and with appropriate questions to the our national curriculum were applicated. The relationship among students, knowledge and teachers were examined in terms of didactical status theory. The responses of the students to open-ended questions were examined, then to be graded by different evaluators of these answers were asked. Thus, determination of problems may occur at measuring and evaluating progress with open ended mathematical exams is expected. In this special case study including 115 students and 28 teachers Purposive sample method is used. Despite the contradictions occurred while grading student examination papers we managed to calculating avarage grades.

Keywords: Measurement- evaluation, open-ended questions, math education.