Author: SANTIAGO, ELVINA A.
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Abstract: The purpose of this study was to determine the effectiveness of portfolio assessment in improving the mathematics performance of students. It also aimed to determine the reactions of students toward the portfolio assessment strategy.

This is a descriptive empirical survey on the use of portfolio assessment in the classroom employing the experimental research design. It made use of the experimental and control, pretest and posttest design. Two matched groups with 30 first year students of Mariano Marcos State University College of technology during the first semester, school year 2001-2002 were taught in Math 14 College Algebra with lessons in fraction, rational exponents, radicals and linear equations.

Both groups were taught the same lessons using the same teaching strategies in mathematics but the experimental group was exposed to portfolio assessment strategy while the control group was not. Essential data were gathered through the use of pretest and posttest on concepts and skills and a questionnaire to determine the reactions of the students toward the portfolio assessment. To validate the student reaction toward the portfolio assessment strategy, some of the students work outputs, parent reactions and actual photographs of class sessions using the portfolio were included in the data. Codes were used to distinguish every qualitative narrative and pictorial information. Statistical measures such as the mean and standard deviation and of difference between two correlated means were used to interpret data gathered.