

# How To Use the CoP- Users Guide

## Wiki Portal

As a new user who is registered or has been registered to this Community of Practice (COP) portal Wiki, please go through this guide to help you get started with important aspects of the COP Portal.

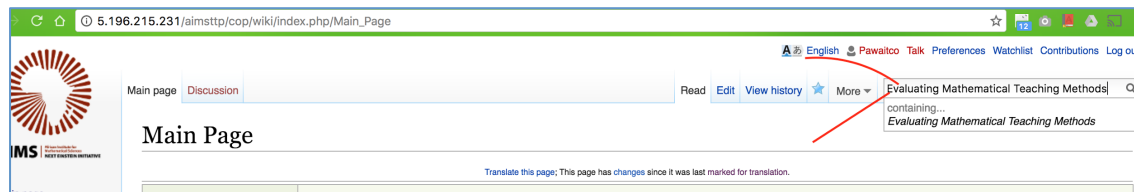
## Creating Pages/Articles

To create a page, a user must have an account created by either an admin or self created and they must be logged into the wiki.

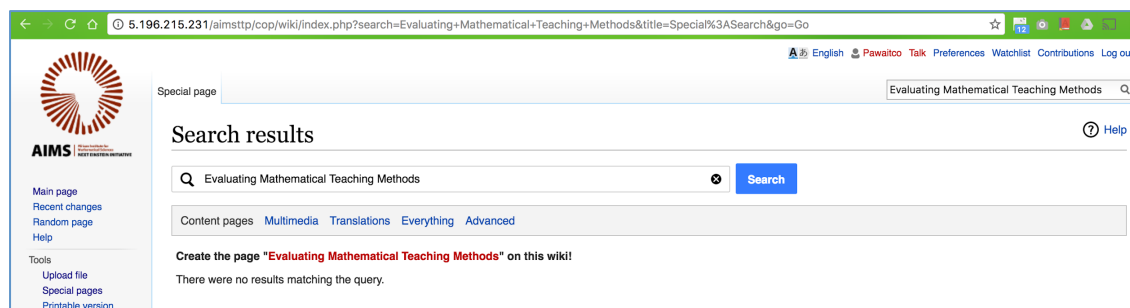
To create a page;

Log into the wiki with your verified account

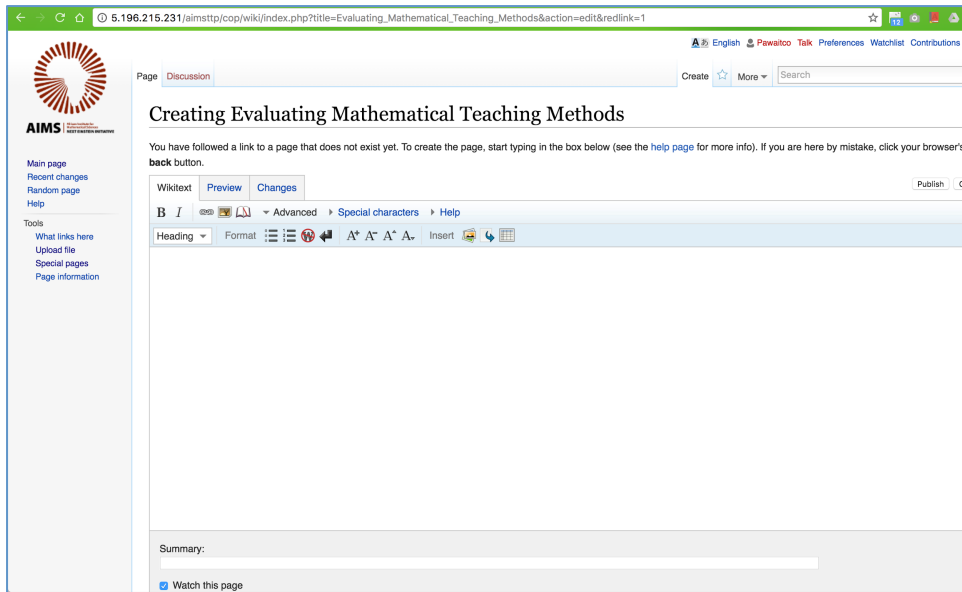
First, Search the wiki to make sure the page/article you wish to create does not exist by going to the Search Bar and typing and searching by the keywords of the article/page you wish to create as shown below;



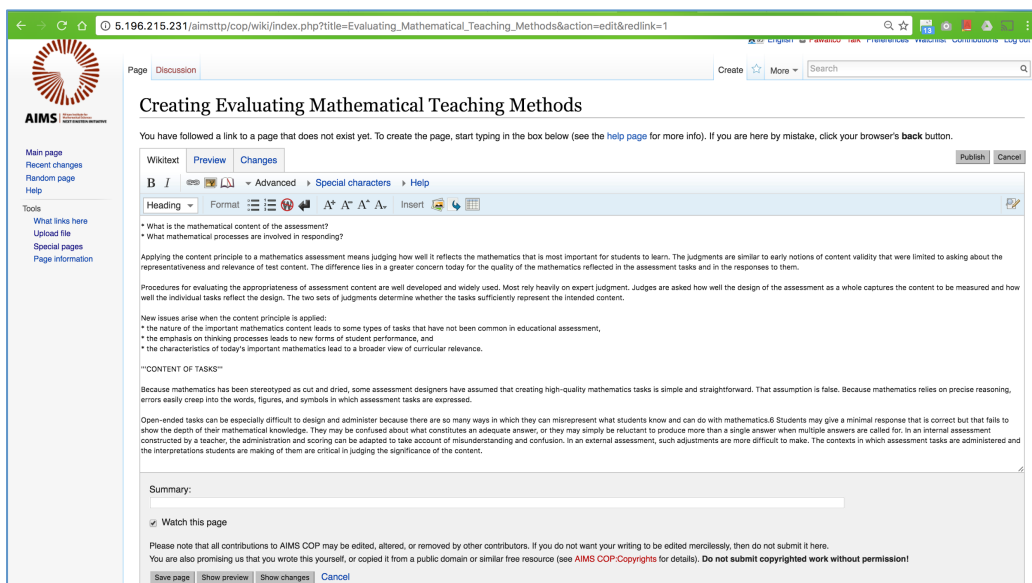
If there are results with your search, carefully review them before proceeding to create. If there are no results that match your keywords, you will see your search terms written in red with an invitation to create the article with those keywords by clicking on the link as shown below;



By clicking on the keywords highlighted in text, I will be taken to page/article creation space as shown below;



Proceed to edit and add content to the article, including media files and save when satisfied as shown below;



The final article would be published and would look like below;

5.196.215.231/aimsttp/cop/wiki/index.php/Evaluating\_Mathematical\_Teaching\_Methods

English Pawlito Talk Preferences Watchlist Contributions Log out

Page Discussion

## Evaluating Mathematical Teaching Methods

Whether a mathematics assessment comprises a system of examinations or only a single task, it should be evaluated against the educational principles of content, learning, and equity. At first glance, these educational principles may seem to be at odds with traditional technical and practical principles that have been used to evaluate the merits of tests and other assessments. In recent years, however, the measurement community has been moving toward a view of assessment that is not antithetical to the positions espoused in this volume. Rather than view the principles of content, learning, and equity as a radical break from past psychometric tradition, it is more accurate to view them as gradually evolving from earlier ideas.

Issues of how to evaluate educational assessments have often been discussed under the heading of "validity theory." Validity has been characterized as "an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores or other modes of assessment."<sup>1</sup> In other words, an assessment is not valid in and of itself; its validity depends on how it is interpreted and used. Validity is a judgment based on evidence from the assessment and on some rationale for making decisions using that evidence.

Validity is the keystone in the evaluation of an assessment. Unfortunately, it has sometimes been swept aside by other technical matters, such as reliability and objectivity. Often it has been thought of in narrow terms ("Does this assessment rank students in the same way as another one that people consider accurate?"). Today, validity is being reconceived more broadly and given greater emphasis in discussions of assessment.<sup>2</sup> Under this broader conception,

Although every mathematics assessment should meet the three principles of content, learning, and equity, that alone cannot guarantee a high-quality assessment. Technical considerations, including generalizability, evidence, and costs, still have a place. The educational principles are primary and essential but they are not sufficient.

### THE CONTENT PRINCIPLE

The contexts in which assessment tasks are administered and the interpretations students make of them are critical in judging the significance of the content.

Key Questions

- What is the mathematical content of the assessment?
- What mathematical processes are involved in responding?

Applying the content principle to a mathematics assessment means judging how well it reflects the mathematics that is most important for students to learn. The judgments are similar to early notions of content validity that were limited to asking about the representativeness and relevance of test content. The difference lies in a greater concern today for the quality of the mathematics reflected in the assessment tasks and in the responses to them.

Procedures for evaluating the appropriateness of assessment content are well developed and widely used. Most rely heavily on expert judgment. Judges are asked how well the design of the assessment as a whole captures the content to be measured and how well the individual tasks reflect the design. The two sets of judgments determine whether the tasks sufficiently represent the intended content.

New issues arise when the content principle is applied:

- the nature of the important mathematics content leads to some types of tasks that have not been common in educational assessment,
- the emphasis on thinking processes leads to new forms of student performance, and
- the characteristics of today's important mathematics lead to a broader view of curricular relevance.

### CONTENT OF TASKS

Because mathematics has been stereotyped as cut and dried, some assessment designers have assumed that creating high-quality mathematics tasks is simple and straightforward. That assumption is false. Because mathematics relies on precise reasoning, errors easily creep into the words, figures, and symbols in which assessment tasks are expressed.

Open-ended tasks can be especially difficult to design and administer because there are so many ways in which they can misrepresent what students know and can do with mathematics.<sup>6</sup> Students may give a minimal response that is correct but that fails to show the depth of their mathematical knowledge. They may be confused about what constitutes an adequate answer, or they may simply be reluctant to produce more than a single answer when multiple answers are called for. In an internal assessment constructed by a teacher, the administration and scoring can be adapted to take account of misunderstanding and confusion. In an external assessment, such adjustments are more difficult to make. The contexts in which assessment tasks are administered and the interpretations students are making of them are critical in judging the significance of the content.

Main page Discussion

Tools

- What links here
- Related changes
- Upload file
- Special pages
- Printable version
- Permanent link
- Page information

## Adding files and using them in pages

To upload a file to the Mediawiki file repository;

Prepare the file on your computer in its final format. Make sure the file is exactly as you want it.

Click on the "Upload File" on the Tools panel located on the sidebar.

Main page Discussion

## Main Page

Other languages: English • français

### AIMS Teacher Training Program Cameroon

#### Concept Note & Activities of the Community of Practice

Contents [hide]

1. Introduction
2. Objectives
3. Definition, methodology and Approach of TTP CoP
  - 3.1 3.1 Definition

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Click "Browse" next to the "Source filename:" to locate the file on your computer. (The "browse" button may have a different label depending on your web browser).

Change the "Destination filename:" to something descriptive, if necessary.

Fill in the "Summary", and add the Category tag that would make it easier to display the tag under a key Category page eg [[Category:Resource]]

Click the "Upload file" button.

If it is a large file, you may need to wait several seconds for the upload to complete.

### **File description page**

Each file gets its very own “file description page” on the wiki. The page name will be File: followed by the destination filename you provided. You can edit this page to provide more information about the file. For example, many public wiki projects are quite sensitive to copyright issues, and so you should explain on the description page where you got the file from, and what its copyright status is. Any other useful descriptive notes could also be added there.

## **Creating Categories and Subcategories**

There are 2 methods to create a new category

### **Method 1**

1. Enter the name of the category in the Search field, prefixed with "Category:", e.g., as **Category:NEW CATEGORY NAME**. Then click the search icon or press the *Enter* key.
2. A Search page will be displayed, which should have produced no matching results, i.e., the message "*There were no results matching the query*" is displayed near the bottom of the page. (If there *are* matching pages, then the category name you have chosen already exists.)
3. Click the link labeled "**Create the page "Category:NEW CATEGORY NAME" on this wiki!"**.
4. An editor page for the new category is displayed. Add the following text to specify the parent category for the new category: **[[Category:PARENT CATEGORY NAME]]**

5. You may also add other explanatory text about the category, but this is usually not necessary.
6. Save the page (i.e., click the **Save** button)

## **Method 2**

1. Put the new category name at the bottom of a file/article while in edit mode:  
**[[Category:NEW CATEGORY NAME]]**
2. Then click the "save page" button. There will now be a red link at the bottom of the file.
3. Click on the red link. This will open an edit window.
4. Add the parent category link: **[[Category:PARENT CATEGORY NAME]]**
5. Save the page. You have created a new subcategory.

You can create as many categories, and subcategories, as are needed to correctly categorize image and media files.