

Authentic Evaluation: Its Effect on Students' Achievement in Mathematics

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Abstract: *This study determined the effects of authentic evaluation on the freshmen students' Mathematics achievement in Visayas State University – Alangalang during the second semester of school year 2014 – 2015. This study was experimental in nature using pretest-posttest employing a researcher-made achievement test and survey questionnaire. Results revealed that majority of the respondents were females with 82.98% in the conventional evaluation group and 68.09% in the authentic evaluation group. Majority of the students have a neutral attitude towards mathematics more with the conventional than the experimental group, but both groups have high reading comprehension level. Findings of the study also showed the high level of self-efficacy among students towards mathematics. Both groups have very satisfactory conceptual skills, and satisfactory procedural skills. Conventional group performed better than the authentic group in terms of conceptual skills, and the other way around in terms of procedural/computational skills. Overall, results showed that authentic evaluation is more effective – using the t-value. The effect of authentic evaluation on the student's conceptual and computational skills did not vary on the profile of the students. This is indicated by the F-values ranging from .002 to 2.190 with p-value levels not higher than .250. It was then recommended that teachers should give an activity that will gain the students' attitude towards Mathematics and that authentic evaluation can also be use also in different subjects. The use of computational/procedural solving skills and conceptual skills in teaching mathematics was also recommended for effective problem solving.*

Keywords: *Mathematics, test and survey, Students' Achievement.*



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