

# REALITY OF USING ACHIEVEMENT PORTFOLIOS BY SYLLABUS-BASED MATH FEMALE TEACHERS IN SECONDARY STAGE IN LIGHT OF AUTHENTIC ASSESSMENT FUNCTION

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**ABSTRACT\_** Actual Evaluation is a modern concept which is represented by many terms. Though these terms are different, they all include a perspective of the evaluation philosophy, methodology and processes, which goes beyond the conventional evaluation. The present research is aimed at learning about the reality of using achievement portfolios by syllabus-based math female teachers in the Secondary Stage in the light of actual evaluation functions, as well as recognizing the relative importance of using achievement portfolios by syllabus-based math female teachers in the Secondary Stage in the light of Authentic Assessment function. The research was applied during the second term of the Hegira year 1436-1437. The female researcher has used the descriptive approach and adopted a questionnaire as a tool of research for data collection. The goal of this questionnaire has been focused on recognizing the reality of using achievement portfolios by syllabus-based math female teachers in the Secondary Stage in the light of actual evaluation functions. The psychometric characteristics of the questionnaire represented in reliability and stability have been ensured. The questionnaire has been applied to (140) female teachers. For answering the study questions, repetitions and percentages have been used for the study sample responses. The following results have been reached: (1) The use of achievement portfolios for the syllabus-based math subject in the Secondary Stage fulfils some actual evaluation functions, which underscores that syllabus-based math female teachers are aware of the importance of using achievement portfolios for fulfilling actual evaluation. (2) There are shortcomings in some functions of actual evaluation, which can be tackled when achievement portfolios are used. Such shortcomings require a pilot program for math female teachers and educational supervisors. The researcher has recommended that workshops must be held for training math female teachers on the functions of actual evaluation and the methods leading to its fulfilment. She has also recommended that the Faculty of Education preparation programs assigned for math teachers be included in.

**KEY WORD:** portfolios, Authentic Assessment.