

Analysis of tasks and tests in mathematics for eighth grade in nine-years primary school

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The objective of teaching any subject, including mathematics is an active and creative proficiency of knowledge that will be durable and applicable in practice. Therefore, in addition to the appropriate educational contents, the relevant modern teaching tools, the adequate school supplies and the motivation among the parents and the students, it is necessary to have competent teachers, as the principal means of any national school system.

A very important segment of the teachers' education is their ability for preparing and evaluating the tests for knowledge of particular subjects independently. The question is whether in the teaching practice there is someone who is competent enough of producing tests of knowledge, satisfying all metric features which turn the test into a measuring instrument of the pupils' knowledge?

The subject of this paper is to determine to what extent the teachers at mathematics in primary schools are able to prepare tests of knowledge and to define their metric characteristics. Moreover, in this paper we determine the metric characteristics specifically of the tests of knowledge at mathematics in the eighth grade from nine-year primary schools.