

Examining Alternative Assessment Approaches Used in Mathematics Textbooks*

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Received: December 24, 2025

Accepted: December 28, 2025

Keywords:

mathematics
education,
alternative
assessment and
evaluation
approaches,
textbooks

Paper Type:

Research

Abstract

This study aimed to determine how frequently and in what ways alternative assessment and evaluation approaches are included in middle school mathematics textbooks. In the study, 5th, 6th, 7th, and 8th grade mathematics textbooks approved by the Board of Education and Discipline of the Turkish Ministry of National Education were examined using the document analysis method, one of the qualitative data collection techniques. First, the textbooks at each grade level were analyzed on a unit- and topic-based basis to determine whether they included alternative assessment and evaluation approaches. Then, the identified alternative assessment and evaluation approaches were grouped according to learning domains. The frequency with which each alternative assessment and evaluation approach was included was determined. Subsequently, the distribution of these approaches in the textbooks according to their intended purposes of use was analyzed. The data obtained from the analyses were tabulated using descriptive analysis methods. The findings revealed that while mathematics textbooks predominantly focus on traditional assessment techniques, alternative assessment methods are given relatively limited attention.

* This study was produced from the master's thesis of the first author.