

Competencies and curricular standards: differentiating factors in the evaluation of mathematical problem-solving processes

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Abstract

Since the 1990s, as a result of the publication of the General Education Law 115 , the Colombian government, headed by the Ministry of National Education, has been generating strategies to achieve educational quality, defined as the act of providing each person the opportunity to "develop the skills and values necessary to live, coexist, be productive and continue learning throughout life" MEN (2006); In order to fulfill this objective, the Ministry of Education published the document "Competencies basic standards", as well as the curricular guidelines for the fundamental subjects, among which is mathematics, whose fundamental objective is to promote the development of thinking and the ability to solve problems in everyday life. Despite the fact that in the educational guidelines the purpose is clear, after carrying out this qualitative research in which the objective was to configure an evaluation model based on problem solving, a significant distance was evidenced between both public and private institutions that participated in the study. When delving into the causes of the differences identified between public and private institutions, it was also found that the teachers of the former had a vague knowledge about the methodologies guided by the curricular guidelines and about the competencies standards created for primary education; On the contrary, in the private institutions where the students had greater skills to solve mathematical problems, it was found that the teachers had a greater mastery of the ministerial orientations, and these were used during the process and learning of mathematics.

Keywords: Competence, curricular standard, evaluation, and problem solving