

**TEACHERS' PERSPECTIVES OF THE INTRODUCTION OF MATHEMATICS  
SCHOOL-BASED ASSESSMENT IN TRINIDAD AND TOBAGO**

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**Abstract:** *In 2016 the Caribbean Examinations Council (CXC) introduced a school-based assessment component into the Caribbean Secondary Education Certificate (CSEC) Mathematics examination. The assessment required teachers to guide students' exploration of real-world scenarios through mathematics projects. Despite teachers' protestations about poor communication and support throughout its implementation, there have been no published investigations into teachers' perspectives on the assessment, including their understanding of the assessment, their preparedness to implement it, and their perspective on its contribution to teaching and learning mathematics. Thematic analysis of focus-group interviews with nine secondary school teacher-implementers in Trinidad and Tobago revealed teachers' appreciation of the assessment as a teaching and learning tool, despite the challenges they anticipated in managing teaching time, and administration of numerous projects among diverse student populations. This study provides insights into teachers' perspectives in the early stages of the adoption of an educational innovation, as a backdrop for further exploration and comparison of their perspectives after the initial implementation phase.*

**Keywords:** *mathematics, school-based assessment, teachers', perspectives, CXC*

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