**Abstract**

The modern evalution concept trespasses the classical understanding to the process of evaluating the students Learning based on revealing the difference and the individnal skill,measured at random degrees which never reflect what the students have of capabilities connected with high thinking process and theire ability to develop rules and make decisions and solve problems,That is regarded as skills enable the students to deal with dramatic changes,in an age the lnformation technology becomes the trend of the age.

The educational evalution,in its modern approach includes modern evalution strategies based on practical,systematic principle centred on what the students have learned in reality in away that ensures the qulity of education proccss and its outcomes in terms of achieving behaviorist objectives .

The evalution adopting the new trends is called realistic,genuine or alternuative evalution. It reflects the learners achievements and measures it in real situations.lt makes the students engaged in meaningful tasks. It seems like activities that the students practice high thinking skills to coordinate wide range of skills to make decisions and solve the life problem they live

The objectives :

1) The knowledge of mathematics teachers of realistic evalution Strategies, its tool.

2) It aims at knowing to which extent the mathematics teachers apply the rcalistic evation strategies and its tools.

3) It aims to assign the differsnces in the degree the math teachers practice to the strategies and tools of the realistic evalution due to (sex, qualifications ,experience).

The researcher follows the descriptive method.

The sample consists of (187) teacher,distributed into (75) male teacher and (112) female from the math teachers in Missan province (The center) the year 2017-2018.

The researcher prepared two tools : The questionnaire and observation card and subjected them to some experts and judges before distributing them on the sumple to consult their opinion and notes to find reliability and Logic analysis to the items.

The researcher has used the statistical tools :

(Frequency,percentage,T-test to different sample,X² test,Alphaco efficient (Krobag),person co-efficient ,Nova test ,Shevi test to analyse the data.

The research concludes :

1)The extent the teacher use of realistic evaluation is high regardless of gender.

2)The extent the teacher prefer using evalution strategies based on paper-pen ,and performance-tool(oral test ,questions and answers , student's diary ,final term test ,spontaneous ,observation ,systematic observation) is very high.

3)The extent ,the teachers use evaluation strategy base on self-evaluation is low.

The tools(interview-peer evalution) is low.

The conference tool is very low.

4)There are no significant differrnces between the means of the males and female teachers according to gender ,achievement,and experience in the realistic evalution strategies.

5)The male teachers exceed the Female teachers in using the realistic evaluation tools according to gender.However ,The stuy has revealed that there is no stalistically significant differences between them in using the realistic evaluation tools according to achievement .

6)There are statistically differences between the male and female teacher according to experience in favour of low experiene (6-10) teachers.

The teacher recommends the following:

1. It is necessary to hold training workshops to educate the female teachers on how to use the realistic evaluation and its tools.
2. The school administration and inspectors should monitor the male and female teachers of realistic evaluation strategies and its tools