

Kaye Stacey · Ross Turner *Editors*

Assessing Mathematical Literacy

The PISA Experience



Springer

Assessing Mathematical Literacy The Pisa Experience

H Kauffman



Assessing Mathematical Literacy The Pisa Experience:

Assessing Mathematical Literacy Kaye Stacey, Ross Turner, 2014-11-03 This book describes the design development delivery and impact of the mathematics assessment for the OECD Programme for International Student Assessment PISA First the origins of PISA's concept of mathematical literacy are discussed highlighting the underlying themes of mathematics as preparation for life after school and mathematical modelling of the real world and clarifying PISA's position within this part of the mathematics education territory The PISA mathematics framework is introduced as a significant milestone in the development and dissemination of these ideas The underlying mathematical competencies on which mathematical literacy so strongly depends are described along with a scheme to use them in item creation and analysis The development and implementation of the PISA survey and the consequences for the outcomes are thoroughly discussed Different kinds of items for both paper based and computer based PISA surveys are exemplified by many publicly released items along with details of scoring The novel survey of the opportunity students have had to learn the mathematics promoted through PISA is explained The book concludes by surveying international impact It presents viewpoints of mathematics educators on how PISA and its constituent ideas and methods have influenced teaching and learning practices curriculum arrangements assessment practices and the educational debate more generally in fourteen countries

Mathematical Competencies in the Digital Era Uffe Thomas Jankvist, Eirini Geraniou, 2023-02-20 This book focuses on the potential interplay between two distinct yet related paradigm shifts in mathematics education drawing on the notion of networking of theories through illustrative case studies from the Danish educational system and beyond The first paradigm shift is the massive introduction of digital technology in the teaching and learning of the subject the second is a shift from the traditional focusing on mastering of skills and knowledge to being concerned with the possession and development of mathematical competencies This book builds on the Danish KOM Competencies and the Learning of Mathematics project which sources its description of mathematical mastery primarily on the notion of a mathematical competency rather than on lists of topics concepts and results This allows for an overarching framework which captures the perspectives of mathematics teaching and learning at whichever educational level While the KOM framework does not in detail address the role of digital technologies in relation to its description of different types of mathematical competencies etc the chapters of this book set out to do exactly this while in the process also drawing on a selection of other theoretical constructs and frameworks from mathematics education research Starting with introductory chapters by key researchers in the area the book brings forth chapters for each of the KOM framework's eight mathematical competencies authored by Nordic researchers in combination with international scholars The KOM framework also operates with three types of overview and judgement which are specifically addressed in relation to the role of digital technologies in the third part of the book The fourth and final part of the book broadens the scene and provides chapters of a more perspective nature in relation to mathematical competencies in the digital era The book's

preface is by Susanne Prediger **International Perspectives on Teaching and Learning for Mathematical Literacy**

,2024-10-02 Mathematics plays an important role in today's world and is used in daily life more than is often appreciated. Mathematical literacy denotes the competence to deal with the mathematical issues of life in modern society. The underlying purpose of this book is to support the development of rich understandings and practices of how an education for mathematical literacy can be realised. The collected works emerging from several educational systems offer a fresh perspective on mathematical literacy and the chapters include practical examples that teachers, pre-service teachers and teacher educators might adapt to their own needs. *Theory and Practice in Mathematics and Natural Sciences* Canan

Demir,2021-09-15 *Theory and Practice in Mathematics and Natural Sciences* **Mathematics for Life and Work A Comparative Perspective on Mathematics to Inform Upper Secondary Reform in England** OECD,2024-11-05

Engagement and performance in mathematics at the upper secondary level have been the concern of successive governments in England. This report was commissioned as part of the country's policy reflections for transforming how maths is viewed and experienced in England. The report explores outcomes such as the share of students studying maths and performance across countries and how education systems internationally deliver mathematics in upper secondary. It also examines factors shaping maths education including the expectations set by curricula, student pathways, cultural perceptions and the needs of the labour market and higher education. **Assessment in Mathematics Education** Christine Suurtamm,Denisse R.

Thompson,Rae Young Kim,Leonora Diaz Moreno,Nathalie Sayac,Stanislaw Schukajlow,Edward Silver,Stefan Ufer,Pauline Vos,2016-07-07 This book provides an overview of current research on a variety of topics related to both large scale and classroom assessment. First the purposes, traditions and principles of assessment are considered with particular attention to those common to all levels of assessment and those more connected with either classroom or large scale assessment.

Assessment design based on sound assessment principles is discussed, differentiating between large scale and classroom assessment but also examining how the design principles overlap. The focus then shifts to classroom assessment and provides specific examples of assessment strategies before examining the impact of large scale assessment on curriculum, policy, instruction and classroom assessment. The book concludes by discussing the challenges that teachers currently face as well as ways to support them. The book offers a common language for researchers in assessment as well as a primer for those interested in understanding current work in the area of assessment. In summary it provides the opportunity to discuss large scale and classroom assessment by addressing the following main themes: Purposes, Traditions and Principles of Assessment; Design of Assessment Tasks; Classroom Assessment in Action; Interactions of Large Scale and Classroom Assessment; Enhancing Sound Assessment Knowledge and Practices. It also suggests areas for future research in assessment in mathematics education. **Mathematics Curriculum Reforms Around the World** Yoshinori Shimizu,Renuka

Vithal,2023-06-28 This Open Access volume by the International Commission on Mathematical Instruction (ICMI) is an

outcome of the ICMI Study 24 and gives a status quo of school mathematics reform around the world and what we can learn from this movement Each theme and section of the book offers descriptions and analyses of multiple case studies in different countries and contexts along with opportunities to compare contrast and learn from these diverse experiences The volume provides a synthesis and meta analysis of the different historical geographical and global aspects of school mathematics reforms and explores in which way curricula are elaborated proposed changed and reorganized It offers a more informed and comprehensive analysis of the roles of different actors and of the many aspects influencing and shaping mathematics curriculum reforms that are taking or have taken place It also explores the possibilities and means to tackle a curricular reform in the current scenario we live in and how to unfold future developments This book will be of interest to practitioners and scholars with an interest in school mathematics curriculum reforms It will also be a useful resource to those involved in school mathematics curriculum reform initiatives by providing current information about the curriculum changes that are taking place in respect of content teacher education educational materials and a range of implementation challenges across diverse contexts

The Intersection of International Achievement Testing and Educational Policy Louis Volante, 2016-06-10 Educational systems around the world look to student assessment programs as they initiate reforms and revise educational policies to increase student achievement This edited volume examines the intersection of international achievement testing and education policy development in key countries around the world exploring how assessments can inform curriculum pedagogy strategic planning and ultimately determine large scale education policy and governance Noted chapter contributors explore how educational leadership and governance issues have been influenced by assessment programs across a range of political economic cultural and educational contexts The Intersection of International Achievement Testing and Education Policy provides educators academics and policymakers with cultural insights historical contexts and a framework for negotiating and understanding the consequences of educational policy decisions in schools

International Reflections on the Netherlands Didactics of Mathematics Marja van den Heuvel-Panhuizen, 2019-08-13 This open access book inspired by the ICME 13 Thematic Afternoon on European Didactic Traditions takes readers on a journey with mathematics education researchers developers and educators in eighteen countries who reflect on their experiences with Realistic Mathematics Education RME the domain specific instruction theory for mathematics education developed in the Netherlands since the late 1960s Authors from outside the Netherlands discuss what aspects of RME appeal to them their criticisms of RME and their past and current RME based projects It is clear that a particular approach to mathematics education cannot simply be transplanted to another country As such in eighteen chapters the authors describe how they have adapted RME to their individual circumstances and view on mathematics education and tell their personal stories about how RME has influenced their thinking on mathematics education

E-Pedagogy for the Digital Age Dr. P. C. Nagasubramani, Adult learners have more options for enrolling in postsecondary education than ever before and they are

able to use their learning style preference in deciding which program best meets their needs For some of these students those programs are fully online and for others there is minimal use of technology As technology grows and become more integrated into individual lives the unique learning styles and preferences of adults need to learn to be incorporated into instructional design Drawing on a regional sample of US colleges 545 adult learners in a graduate programs were surveyed about how to effectively build community in their online classes Results indicated some agreement with these instructional tools Mature adult learners however were found to have stronger agreement with strategies that included work outside of the formal online class These results suggest perhaps a greater comfort for adults in working in spaces where there is less likelihood of being judged or graded and that they might value relational work with other students in different ways than younger adults

PISA Assessing Scientific, Reading and Mathematical Literacy Programme for International Student Assessment,2006-10-02 The Programme for International Student Assessment PISA is a collaborative study among the 30 OECD member countries and other non OECD countries which aims to establish an international standardised assessment of the knowledge and skills of 15 year olds in reading maths and scientific literacy as well as in cross curricular problem solving This publication describes the conceptual framework underlying the PISA 2006 survey including content process performance and context requirements with sample tasks to illustrate these aspects

PISA The PISA 2003 Assessment Framework Programme for International Student Assessment,2003-07-31 PISA Programme for International Student Assessment

PISA Knowledge and Skills for Life Programme for International Student Assessment,Organisation for Economic Co-operation and Development,2001-12-06 Knowledge and Skills for Life presents evidence on student performance in reading mathematical and scientific literacy reveals factors that influence the development of these skills at home and at school and examines what the implications are for policy development

PISA Assessing Scientific, Reading and Mathematical Literacy A Framework for PISA 2006 OECD,2006-09-11 Presents the conceptual framework underlying the PISA 2006 survey

PISA Measuring Student Knowledge and Skills Organisation for Economic Co-operation and Development,2000-04-20 The PISA 2000 Assessment introduces the PISA approach to assessing reading mathematical and scientific literacy and describes the PISA 2000 assessment in terms of the content that students need to acquire the processes that need to be performed and the contexts in which skills are applied

Measuring Student Knowledge and Skills Andreas Schleicher,Organisation for Economic Co-operation and Development,Organisation for Economic Co-operation and Development. Directorate for Education, Employment, Labour, and Social Affairs. Statistics and Indicators Division,Programme for International Student Assessment,1999 Measuring student knowledge and skills a new framework for assessment

PISA Literacy Skills for the World of Tomorrow Programme for International Student Assessment,Organisation for Economic Co-operation and Development,UNESCO Institute for Statistics,2003-07-03 This report extends the picture of literacy skills th PISA 2000 provides to additional countries that have recently joined the

programme Albania Argentina Bulgaria Chile Hong Kong China Indonesia Israel FYR Macedonia Peru Romania and Thailand

European Integration Through Education Ryszard Kucha, 2004 *PISA Sample Tasks from the PISA 2000*

Assessment Claudia Vendramel Tamassia, Andreas Schleicher, Programme for International Student Assessment, Organisation for Economic Co-operation and Development, 2002-05-24 In response to the need for internationally comparable student achievement data the Organisation for Economic Cooperation and Development OECD launched the Programme for International Student Assessment PISA PISA represents a commitment by the members of OECD to monitor the outcomes of education systems in terms of student achievement This publication describes the instruments used in the PISA assessment It introduces the PISA approach to assessing reading mathematical and scientific literacy with its three dimensions of processes content and context The document presents tasks from the PISA 2000 assessment and explains how these tasks were scored and how they relate to the conceptual framework underlying PISA The document contains 45 reading questions 11 mathematics questions and 8 scientific literacy questions SLD **Assessing National Achievement Levels in**

Education Vincent Greaney, Thomas Kellaghan, 2008 *Assessing National Achievement Levels in Education* describes the purposes and features of national assessments as well as issues in designing implementing analyzing and reporting It also describes major international regional and national assessments in a range of countries

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