

Assessing Authentic Mathematical Performance

example, to find a useful way to think about the situation, students often invented ideas such as weighted averages, trends, interpolation, extrapolation, data sampling, margins of error, or others that their teachers thought were too sophisticated for youngsters to learn.

In their solutions to the Sears Catalog Problem, students also invented surprisingly sophisticated ways to deal with the following kinds of issues:

- *Data sampling.* For example, how many, and which, items should be considered? Which should be ignored? What should be done about unusual cases (such as the fact that the cost of pocket calculators decreased, while the cost of most other items increased)? How should the data be classified or organized? What kinds of patterns and relationships (for example, additive, multiplicative, exponential) should be hypothesized?
- *The quantification of qualitative information.* For example, what weights should be assigned to various kinds of information? How can information be merged that is based on different kinds of quantities or units of measure?
- *Conditional results.* For example, because of equity issues, or risks and benefits associated with alternative answers, final decisions about salaries should depend on additional information about conditions in the past and perhaps on assumptions pertaining to the present and future.

In fact, we found that, when model-eliciting activities are used to encourage students to make sense of problem-solving and decision-making situations based on their own personal knowledge and experiences, students who had been labeled average or below average often emerged as extraordinarily talented, because they routinely invented (or significantly extended, modified, or refined) mathematical models that went far beyond those that their teachers believed they could be taught. (Lesh and Akerstrom, 1982; Lesh and Zawojewski, 1987)

AN EXAMPLE: TEACHERS SOLUTION OF A MODEL-ELICITING PROBLEM

Many K-8 teachers have not had much experience working on project-sized, model-eliciting problems. Therefore, before they try to create such problems for their own students, and before they try to assess students' responses to such problems, it is useful for them to participate (as students)

Assessment Of Authentic Performance In School Mathematics

**Linda Darling-Hammond, Jacqueline
Ancess, Beverly Falk**

Assessment Of Authentic Performance In School Mathematics:

Assessment of Authentic Performance in School Mathematics Richard A. Lesh, Susan J. Lamon, 2013-04-03 This book is the result of a conference sponsored by the Educational Testing Service and the University of Wisconsin's National Center for Research in Mathematical Sciences Education. The purpose of the conference was to facilitate the work of a group of scholars whose interests included the assessment of higher order understandings and processes in foundation level pre high school mathematics. Discussions focused on such issues as the purposes of assessment guidelines for producing and scoring real life assessment activities and the meanings of such terms as deeper and higher order understanding cognitive objectives and authentic mathematical activities. Assessment was viewed as a critical component of complex dynamic and continually adapting educational systems. During the time that the chapters in this book were being written sweeping changes in mathematics education were being initiated in response to powerful recent advances in technology cognitive psychology and mathematics as well as to numerous public demands for educational reform. These changes have already resulted in significant reappraisals of what it means to understand mathematics of the nature of mathematics teaching and learning and of the real life situations in which mathematics is useful. The challenge was to pursue assessment related initiatives that are systematically valid in the sense that they work to complement and enhance other improvements in the educational system rather than act as an impediment to badly needed curriculum reforms. To address these issues most chapters in this book focus on clarifying and articulating the goals of assessment and instruction and they stress the content of assessment above its mode of delivery. Computer or portfolio based assessments are interpreted as means to ends not as ends in themselves. Assessment is conceived as an ongoing documentation process seamless with instruction whose quality hinges upon its ability to provide complete and appropriate information as needed to inform priorities in instructional decision making. This book tackles some of the most complicated issues related to assessment and it offers fresh perspectives from leaders in the field with the hope that the ultimate consumer in the instruction assessment enterprise the individual student will reclaim his or her potential for self directed mathematics learning.

Assessment Standards for School Mathematics National Council of Teachers of Mathematics, 1995 This document was created because of the need for new assessment strategies and practices to be developed to enable teachers and others to assess students performance in a manner that reflects the NCTM's reform vision for school mathematics. Instead of assuming that the purpose of assessment is to rank students on a particular trait the new approach assumes that high public expectations can be set that every student can strive for and achieve that different performances can and will meet agreed on expectations and that teachers can be fair and consistent judges of diverse student performances. The first sections of the document discuss six mathematics assessment standards 1 The Mathematics Standard 2 The Learning Standard 3 The Equity Standard 4 The Openness Standard 5 The Inferences Standard and 6 The Coherence Standard. The use of the assessment standards is then discussed in

the context of different purposes such as monitoring students progress making instructional decisions evaluating students achievement and evaluating programs The next section discusses what should happen next with regard to mathematical assessment The document concludes with a glossary and a selected assessment bibliography with 116 citations Contains 28 references MKR

Reform in School Mathematics and Authentic Assessment Thomas A. Romberg,1995-01-01 Today new ways of thinking about learning call for new ways for monitoring learning Reform in School Mathematics builds from the vision that assessment can become the bridge for instructional activity accountability and teacher development It places teachers in key roles while developing the theme that we cannot reform the way in which school mathematics is taught without radically reforming the ways the effects of that teaching are monitored Among others this volume addresses the issues of the specification of performance standards the development of authentic tasks the measure of status and growth or a combination the development of psychometric models and the development of scoring rubrics The new models proposed in this book give teachers a wealth of nontraditional assessment strategies and concrete ways to obtain measures of both group and individual differences in growth

Handbook of Classroom Assessment Gary D. Phye,1996-11-19 The Handbook of Classroom Assessment takes a multi dimensional approach to classroom assessment A successful combination of theory and practice the book emphasizes the assessment of classroom learning within content areas and the development of standards for evaluation Most chapters are devoted to the assessment of learning and achievement and discuss current theories The book also features assessment of academic self concept and subjective well being in children and adolescents The Handbook provides successfully field tested examples of assessment techniques and strategies within the content areas of mathematics social studies foreign languages and the visual arts Contributing chapter authors share the unique distinction of having backgrounds that include both the development of assessment theory and first hand experience translating theory into practice at the classroom school site state or national level The book is divided into four sections Section I discusses the top five theories with respect to what learning is how it's related to achievement and how we assess both in the classroom setting Section II on standardized assessment briefly covers all major standardized achievement tests used in preschool K 6 and 7 12 Assessment of classroom learning Section III presents test instruments and techniques specific to the measurement of math skills social science skills and artistic talent across ages and grades Section IV on classroom practices includes an assessment of general reasoning skills and performance and how to develop a grading philosophy Key Features Explains the why what and how of classroom assessment Combines theory and practice for a multidimensional approach to assessment Presents test instruments and techniques specific to measuring various skills Uses field tested examples of assessment techniques Provides a resource for staff development at the school site

Resources in Education ,1997 **Handbook of Educational Psychology** David C. Berliner,Robert C. Calfee,2013-02-01 Sponsored by Division 15 of APA the second edition of this groundbreaking book has been expanded to 41 chapters that provide unparalleled coverage of this far ranging field

Internationally recognized scholars contribute up to date reviews and critical syntheses of the following areas foundations and the future of educational psychology learners development individual differences cognition motivation content area teaching socio cultural perspectives on teaching and learning teachers and teaching instructional design teacher assessment and modern perspectives on research methodologies data and data analysis New chapters cover topics such as adult development self regulation changes in knowledge and beliefs and writing Expanded treatment has been given to cognition motivation and new methodologies for gathering and analyzing data The Handbook of Educational Psychology Second Edition provides an indispensable reference volume for scholars teacher educators in service practitioners policy makers and the academic libraries serving these audiences It is also appropriate for graduate level courses devoted to the study of educational psychology

Teaching Secondary and Middle School Mathematics Daniel J. Brahier, 2024-01-22 Teaching Secondary and Middle School Mathematics combines the latest developments in research technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations Beginning with an examination of what it means to teach and learn mathematics the reader is led through the essential components of teaching concluding with an examination of how teachers continue with professional development throughout their careers Hundreds of citations are used to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms The seventh edition has been updated and expanded with particular emphasis on the latest technology standards and other resources The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success Features include Following on from the sixth edition assessment takes a central role in planning and teaching Unit 3 of 5 addresses the use of summative and formative assessments to inform classroom teaching practices A new appendix is included that lists websites that can be used in a methods class to view other teachers interacting with students for discussion of effective teaching practices The feature entitled Links and Resources has been updated in each of the 13 chapters Five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics Significant revisions have been made to Chapter 12 which now includes updated research and practices as well as a discussion on culturally responsive pedagogy Likewise Chapter 8 now includes a description of best and high leverage teaching practices and a discussion in Chapter 11 on alternative high school mathematics electives for students has been added Chapter 9 on

the practical use of classroom technology has again been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices in light of changes in education resulting from the global pandemic An updated Instructor s Manual features a test bank sample classroom activities PowerPoint slide content chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at www.routledge.com/9781032472867

How "messing About" with Performance Assessment in Mathematics Affects what Happens in Classrooms, 1995 **Measuring What Counts** National Research Council, Mathematical Sciences Education

Board, 1993-02-01 To achieve national goals for education we must measure the things that really count Measuring What Counts establishes crucial research based connections between standards and assessment Arguing for a better balance between educational and measurement concerns in the development and use of mathematics assessment this book sets forth three principles related to content learning and equity that can form the basis for new assessments that support emerging national standards in mathematics education *Assessment, Testing, and Instruction* Robert Glaser, 1994

Authentic Assessment in Action Linda Darling-Hammond, Jacqueline Ancess, Beverly Falk, 1995-06-15 Authentic Assessment in Action Studies of Schools and Students at Work examines through case studies of elementary and secondary schools how five schools have developed authentic performance based assessments of students learning and how this work has interacted with and influenced the teaching and learning experiences students encounter in school This important and timely book reveals the changing dynamics of classroom life as it moves from more traditional pedagogy to one that asks students to master intellectual and practical skills that are eminently transferable to real life social settings and workplaces This book will be important reading for practitioners professors and researchers of curriculum and instruction and educational policy and will serve as a supplementary text in pre and in service courses in elementary and secondary curriculum development curriculum and teaching school organizations educational leadership educational policy and implementation

Mathematics Assessment and Evaluation Thomas A. Romberg, 1992-07-01 This books contains papers written on issues related to externally mandated mathematics tests and their influence on school mathematics Chapter 1 presents an overview of the book including brief abstracts of each chapter Chapter 2 presents a summary of the overall problems associated with the need for valid information Remaining chapters include 3 Implications of the National Council of Teachers of Mathematics NCTM Standards for Mathematics Assessment Norman Webb 4 Curriculum and Test Alignment Thomas A Romberg and others 5 State Assessment Test Development Procedures James Braswell 6 Test Development Profile of a State Mandated Large Scale Assessment Instrument in Mathematics Tej Pandey 7 Assessing Students Learning in Courses Using Graphics Tools A Preliminary Research Agenda Sharon L Senk 8 Mathematics Testing with Calculators Ransoming the Hostages John G Harvey 9 Gender Differences in Test Taking A Review Margaret R Meyer 10 Communication and the Learning of Mathematics David Clarke and others 11 Measuring Levels of Mathematical Understanding Mark Wilson 12 A

Framework for the California Assessment Program to Report Students Achievement in Mathematics E Anne Zarinnia 13
Evaluation Some Other Perspectives Phillip C Clarkson A reference list organized by chapter contains 300 citations
Appendices include the NCTM Evaluation Standards a classification matrix illustrative questions history and rationale for
student mathematics journals SMP Project student log sample pages and the report of Vermont s Mathematics Portfolio
Assessment Program MKR **Teaching Secondary School Mathematics** Alfred S. Posamentier,Jay Stepelman,1999 Resource
for inservice and pre service mathematics teachers The text discusses methods of teaching the subject and provides a
collection of enrichment units to enhance the curriculum **Classroom Assessment in Mathematics** George W.
Bright,Jeane M. Joyner,1998 This book includes a summary of the recommendations of a working conference on classroom
assessment in mathematics held in May 1997 The book also includes all of the working papers prepared for that conference
The recommendations are directed to the research community directors of teacher enhancement projects state education
agencies regional and local staff development projects and institutions of higher education This conference brought together
researchers acknowledged experts in the field of assessment and practitioners to focus on an important component of the
educational process namely quality classroom assessment **Assessing Reasoning and Problem Solving** Stephen
Krulik,Jesse A. Rudnick,1998 In more and more schools students are now being assessed not only on traditional algorithmic
and computational math skills but also on how and how well they handle reasoning and problem solving However until now
these additional skills have been difficult to assess in an objective accurate and efficient way But not any more This book s
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Eva Ponte,2000 **New Zealand Journal of Educational Studies** ,2002 **Learners, Learning & Assessment** Patricia
Murphy,1999-04-05 This textbook provides a theoretical framework for considering past and current developments in
research into views of the mind and of learning Controversial aspects of learning theories are examined in particular the
differing perspectives on the process of knowledge construction The implications of the various theories for assessment
practice are also made explicit The text illustrates the way different theories lead to particular models of curriculum
assessment using examples from different phases of education The final part of the book explores learning and assessment
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