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Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	""UNCOVERING STUDENT THINKING ABOUT MATHEMATICS IN THE COMMON CORE, GRADES 6-8-FRONT COVER""; ""UNCOVERING STUDENT THINKING ABOUT MATHEMATICS IN THE COMMON CORE, GRADES 6-8""; ""CONTENTS""; ""PREFACE: MATHEMATICS ASSESSMENT PROBES""; ""ACKNOWLEDGMENTS""; ""ABOUT THE AUTHORS""; ""CHAPTER 1: MATHEMATICS ASSESSMENT PROBES""; ""CHAPTER 2: NUMBER SYSTEM PROBES""; ""CHAPTER 3: RATIO AND PROPORTIONAL RELATIONSHIP PROBES""; ""CHAPTER 4: EXPRESSIONS AND EQUATIONS AND FUNCTIONS PROBES""; ""CHAPTER 5: STATISTICS AND PROBABILITY PROBES""; ""CHAPTER 6: GEOMETRY PROBES"" ""CHAPTER 7: ADDITIONAL CONSIDERATIONS""""APPENDIX A: INFORMATION ON THE STANDARDS FOR MATHEMATICAL PRACTICE""; ""APPENDIX B: DEVELOPING ASSESSMENT PROBES""; ""APPENDIX C: ACTION RESEARCH REFLECTION TEMPLATE: QUEST CYCLE""; ""REFERENCES ""; ""INDEX ""
Sommario/riassunto	The focus of the Uncovering Student Thinking in Mathematics

resources is on asking the right question. Writing a good formative assessment probe is very different from writing appropriate questions for summative tests or state and national exams. Formative assessment questions need to be designed to elicit prior understandings and commonly held misconceptions. This elicitation allows the educator to make sound instructional choices based on the specific needs of a particular group of students. Use of these formative assessment probes allows educators to maximize the potential of their math program materials by illuminating student understanding through a finer lens. The first three Uncovering resources provide a sample across the K-12 spans for each of the content areas of the NCTM standards. Although the NCTM standards continue ...
