

1. Record Nr.	UNINA9910789068603321
Titolo	Assessment in the mathematics classroom [[electronic resource]] : yearbook 2011 Association of Mathematics Educators // editors, Berinderjeet Kaur, Wong Khoon Yoong
Pubbl/distr/stampa	Singapore, : World Scientific, 2011
ISBN	1-283-43400-8 9786613434005 981-4360-99-6
Descrizione fisica	1 online resource (304 p.)
Collana	Yearbook ; ; 2011
Altri autori (Persone)	KaurBerinderjeet <1955-> WongKhoon Yoong
Disciplina	510.71
Soggetti	Mathematics - Study and teaching - Singapore Mathematical ability - Testing
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Contents; Chapter 1 Introduction: Assessment Matters WONG Khoon Yoong Berinderjeet KAUR; 1 Why a Yearbook on Assessment?; 2 Assessment of Mathematics Cognitive Domain; 3 Assessment of Mathematics Affective Domain; 4 No "Final" Words: A list of Questions; References; Chapter 2 Using a Multi-Dimensional Approach to Understanding to Assess Students' Mathematical Knowledge Denisse R. THOMPSON Berinderjeet KAUR; 1 Introduction; 2 Why Consider a Multi-Dimensional Approach to Understanding?; 3 What is the SPUR Approach?; 3.1 Examples of SPUR at the primary level 3.2 Examples of SPUR at the secondary level4 A Look at Achievement in Terms of SPUR; 5 Discussion and Conclusion; References; Chapter 3 Assessing Problem Solving in the Mathematics Curriculum: A New Approach TOH Tin Lam QUEK Khiok Seng LEONG Yew Hoong Jaguthsing DINDYAL TAY Eng Guan; 1 Introduction; 2 Mathematical Problem-Solving Model; 3 Mathematics Practical - A New Paradigm; 4 Mathematics Practical Worksheet; 5 Mathematics Practical Lessons; 6 The Scoring Rubric; 7 Students' Responses and Assessment; 8 Conclusion; References; Appendix A; Appendix B

Chapter 4 Assessing Conceptual Understanding in Mathematics with Concept Mapping JIN Haiyue WONG Khoon Yoong1 Introduction: What and Why of Concept Mapping; 2 Types of Concept Mapping Tasks; 2.1 High-directed concept mapping tasks: Fill-in-the-map; 2.2 Semi-directed concept mapping tasks; 2.3 Low-directed concept mapping tasks: Free-style mapping; 3 Training on Concept Mapping; 4 Classroom Applications of Concept Map; 4.1 Using concept map to detect students' prior knowledge; 4.2 Using concept map to evaluate learning outcomes; 4.3 Using concept map to track students' progress in learning
4.4 Constructing concept maps as a learning strategy5 Evaluation of Student-Constructed Concept Maps; 5.1 Links between concepts; 5.2 Nature of the whole map; 6 Conclusions; References; Chapter 5 Using Journal Writing to Empower Learning Berinderjeet KAUR CHAN Chun Ming Eric; 1 Introduction; 2 Review of Literature; 3 Two Types of Journal Writing in the Mathematics Classroom; 3.1 Free writing; 3.2 Writing from a prompt; 4 Rubrics for Grading Journals; 4.1 Analytic scoring rubric; 4.2 Holistic scoring rubric; 5 Implementing Journal Writing in your Classroom - Potential Pitfalls
5.1 The potential for teacher to hurt student's feelings5.2 Possible loss of instructional time to teach the syllabuses; 5.3 Tremendous increase in the marking load of the teacher; 5.4 What to grade? Language or mathematics content; 6 Concluding Remarks; Acknowledgement; References; Chapter 6 Implementing Alternative Assessment in the Lower Primary Mathematics Classroom YEO Kai Kow Joseph; 1 Introduction; 2 Assessment Practices in Mathematics Classrooms; 3 Suggested Alternative Assessment Practices for the Lower Primary Mathematics Classroom; 3.1 Practical tests; 3.2 Oral presentations
3.3 Journal writing

Sommario/riassunto

The third in the series of yearbooks by the Association of Mathematics Educators in Singapore, *Assessment in the Mathematics Classroom* is unique as it addresses a focused theme on mathematics education. The objective is to encourage teachers and researchers to include assessment of non-cognitive attributes and to use techniques in addition to paper-and-pencil tests that focus on typical problems. Several renowned international researchers in the field have published their work in the book. The thirteen chapters of the book illustrate evidence-based practices that school teachers and researcher
