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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

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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
