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Nota di contenuto	MEASURING WHAT COUNTS -- Copyright -- Contents -- PREFACE -- ACKNOWLEDGMENTS -- EXECUTIVE SUMMARY -- MATHEMATICS IN TODAY'S WORLD -- ASSESSMENT IN TODAY'S WORLD -- ASSESSMENT IN THE SERVICE OF EDUCATION -- THE CONTENT PRINCIPLE -- THE LEARNING PRINCIPLE -- THE EQUITY PRINCIPLE -- OBSTACLES AND CHALLENGES -- BENEFITS FROM IMPROVED ASSESSMENT -- LOOKING TO TOMORROW -- 1-A VISION OF SCHOOL MATHEMATICS -- CHANGES IN MATHEMATICS AND IN MATHEMATICS EDUCATION -- WHAT MATHEMATICS SHOULD BE LEARNED -- HOW MATHEMATICS SHOULD BE TAUGHT -- WHO SHOULD LEARN MATHEMATICS -- CURRENT EFFORTS AT REFORM -- ENDNOTES -- 2-A VISION OF MATHEMATICS ASSESSMENT -- THE ROLE OF ASSESSMENT IN REFORM -- PRINCIPLES FOR ASSESSING MATHEMATICS LEARNING -- EDUCATIONAL PRINCIPLES IN CONTEXT -- ENDNOTES -- 3-ASSESSING IMPORTANT MATHEMATICAL CONTENT -- DESIGNING NEW ASSESSMENT

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 STUDY GROUP ON GUIDELINES FOR MATHEMATICS ASSESSMENT --
 MSEB MEMBERS.

Sommario/riassunto

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.
