

1. Record Nr.	UNINA9910970783703321
Titolo	Measuring what counts : a conceptual guide for mathematics assessment / / Mathematical Sciences Education Board, National Research Council
Pubbl/distr/stampa	Washington, DC, : National Academy Press, 1993
ISBN	9786610195930 9781280195938 1280195932 9780309586030 0309586038 9780585020969 0585020965
Edizione	[1st ed.]
Descrizione fisica	1 online resource (239 p.)
Altri autori (Persone)	BassHyman <1932->
Disciplina	510/.71/2
Soggetti	Mathematics - Study and teaching - United States - Evaluation Mathematical ability - Testing
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Board chairman: Hyman Bass.
Nota di bibliografia	Includes bibliographical references.
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

FRAMEWORKS -- BEYOND TOPIC-BY-PROCESS FORMATS -- SPECIFYING ASSESSMENT FRAMEWORKS -- DEVELOPING NEW ASSESSMENT TASKS -- TASKS REFLECTING MATHEMATICAL CONNECTIONS -- THE CHALLENGES IN MAKING CONNECTIONS -- TASKS REQUIRING COMMUNICATION -- SOLVING NONROUTINE PROBLEMS -- MATHEMATICAL EXPERTISE -- SCORING NEW ASSESSMENTS -- JOINING TASK DEVELOPMENT TO STUDENT RESPONSES -- EVALUATING RESPONSES TO REFLECT THE CONTENT PRINCIPLE -- REPORTING ASSESSMENT RESULTS -- ENDNOTES -- 4-ASSESSING TO SUPPORT MATHEMATICS LEARNING -- ASSESSMENT IN SUPPORT OF LEARNING -- LEARNING FROM ASSESSMENT -- PROVIDING FEEDBACK AND OPPORTUNITIES TO REVISE WORK -- LEARNING FROM THE SCORING OF ASSESSMENTS -- STIMULATING MOTIVATION, INTEREST, AND ATTENTION -- ASSESSMENT IN SUPPORT OF INSTRUCTION -- INTEGRATING INSTRUCTION AND ASSESSMENT -- USING ASSESSMENT RESULTS FOR INSTRUCTION -- ASSESSMENT IN SUPPORT OF TEACHERS -- ENDNOTES -- 5-ASSESSING TO SUPPORT EQUITY AND OPPORTUNITY IN MATHEMATICS LEARNING -- DEVELOPING ASSESSMENTS TO INCREASE EQUITY.

DESIGN FEATURES -- SUPPORTING STRATEGIES -- INTERPRETING ASSESSMENT RESULTS -- USING ASSESSMENTS TO COMMUNICATE NEW EXPECTATIONS -- PROMOTING PUBLIC INVOLVEMENT -- PROMOTING COMMUNITY UNDERSTANDING OF ASSESSMENT REFORM -- CHALLENGING TEACHERS' EXPECTATIONS -- HELPING STUDENTS UNDERSTAND AND MEET NEW EXPECTATIONS -- USING ASSESSMENT RESULTS TO SUPPORT OPPORTUNITY -- RETHINKING ASSESSMENT USE FOR SORTING AND GROUPING -- PROVIDING SAFEGUARDS FOR STUDENTS -- PROVIDING SAFEGUARDS FOR SCHOOLS -- HOLDING ALL STUDENTS TO HIGH EXPECTATIONS -- ENDNOTES -- 6-EVALUATING MATHEMATICS ASSESSMENTS -- THE CONTENT PRINCIPLE -- CONTENT OF TASKS -- CURRICULAR RELEVANCE -- THE LEARNING PRINCIPLE -- IMPROVED LEARNING -- BETTER INSTRUCTION -- EFFECTS ON THE EDUCATIONAL SYSTEM -- THE EQUITY PRINCIPLE -- FAIRNESS AND COMPARABILITY -- OPPORTUNITY TO LEARN -- ACCESS -- GENERALIZATION -- EVIDENCE -- COSTS AND BENEFITS -- POSTSCRIPT -- ENDNOTES -- COMMISSIONED PAPERS -- EFFECTS OF MANDATED TESTING ON INSTRUCTION -- EFFECTS ON CURRICULUM -- CHANGES IN CONTENT -- CURRICULUM ALIGNMENT -- EFFECTS ON TEACHING PRACTICE -- TEST PREPARATION -- CLASSROOM ASSESSMENT PRACTICES -- EFFECTS ON TEACHERS -- EFFECTS ON STUDENTS -- CONCLUSIONS -- ENDNOTES -- DESIGN INNOVATIONS IN MEASURING MATHEMATICS ACHIEVEMENT -- CONTENT CONSIDERATIONS FOR MATHEMATICS ACHIEVEMENT -- BEYOND PROFESSIONAL JUDGMENT IN THE VALIDATION PROCESS -- INFLUENCES ON GENERALIZABILITY AND TRANSFER -- TASK SAMPLING AND AGGREGATE REPORTS TO THE PUBLIC -- SUMMARY AND CONCLUSIONS -- ENDNOTES -- LEGAL AND ETHICAL ISSUES IN MATHEMATICS ASSESSMENT -- RACE AND THE EFFECTS OF EDUCATIONAL REFORM -- IMPACT ON PEOPLE WITH HANDICAPPING CONDITIONS -- GENDER-RELATED EFFECTS -- ACCESS TO INSTRUCTION FOR ALL STUDENTS -- ISSUES OF PERSONAL CHOICE -- EQUITY AND THE GOVERNANCE OF EDUCATION -- EQUITY AND ECONOMICS -- CONCLUSION -- ENDNOTES.

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.
