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Assessment in mathematics education: a gatekeeping dispositive.

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Summary: This chapter aims at shedding light on a governing assessment dispositive in mathematics education, which effects that some students are provided with affordances to learn and engage in mathematics, while others are not. Through such a dispositive, the system of school is governing the act of gatekeeping and selection of students, which is contradictory to what is stated in official documents. While drawing on findings from previous classroom studies and action research, a tentative assessment dispositive is presented. It consists of different assessment discourses for students to experience, or not, affordances for learning mathematics; and regulatory decisions which affect assessment practices on classroom level. The purpose of presenting such a dispositive is twofold: (a) to contribute to an understanding of how such an assessment dispositive may look like; and (b) to provide a starting point for further research and discussions among teachers, students, and decision makers.

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