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**Hoch, Liora; Amit, Miriam**

**Knowledge of assessment and its implications.**

Lindmeier, Anke M. (ed.) et al., Proceedings of the 37th conference of the International Group for the Psychology of Mathematics Education “Mathematics learning across the life span”, PME 37, Kiel, Germany, July 28–August 2, 2013. Vol. 3. Kiel: IPN–Leibniz Institute for Science and Mathematics Education at the University of Kiel (ISBN 978-3-89088-289-5). 65-72 (2013).

Summary: Assessment is an integral part of the teaching and learning process. Therefore, teachers must master this subject by the time they enter their jobs. This research examines the knowledge of assessment by pre-service and novice math teachers in elementary and secondary schools. The results show a lack of knowledge even in basic concepts of assessment. The research also checks if and to what extent there is a connection between the teachers’ declared knowledge and teachers’ actual behaviour. It was found that even known concepts are not used in the assessment process. This paper proposes which concepts should be emphasized in order for teachers to succeed in implementing their knowledge of the standards of assessment.

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