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Lowrie, Tom; Greenlees, Jane; Logan, Tracy

Assessment beyond all: the changing nature of assessment.

Perry, Bob (ed.) et al., Research in mathematics education in Australasia 2008–2011. Rotterdam: Sense Publishers (ISBN 978-94-6091-968-8/pbk; 978-94-6091-969-5/hbk; 978-94-6091-970-1/ebook). 143-165 (2012).

From the introduction: This is the first time a chapter has been dedicated solely to assessment in MERGA's four yearly review. This fact, and the emerging status of assessment in Australia's educational research domain, dictates the structure and nature of the chapter. In previous reviews, assessment (as a process) was classified within student performance in the classroom and reflections on teachers' practices. Consequently, research about assessment was distributed across content chapters. This chapter is organised into four broad areas: First, we present a focus on the national assessment agenda and the research being undertaking in that arena. Second, we concentrate on the issues surrounding classroom assessment, specifically, promoting the learning environment and the tools and pathways used for classroom assessment. Third, the focus narrows to the concepts being assessed in classrooms with regard to curriculum content and the assessment items themselves. Fourth, we shift to a professional focus, looking at the assessment of teachers' mathematics concepts and pedagogical content knowledge and their classroom practices. Finally we present the conclusions and the implications for further research into assessment in mathematics education.

Classification: D20 D60 C70

Keywords: national assessment; classroom assessment; assessment of mathematics concepts; professional development