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Enhancing teachers' assessment of mathematical processes through test analysis in university courses.

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Summary: Assessment is a critical component of the teaching and learning cycle. Yet, research suggests that teachers have often had insufficient preparation relative to the development and use of assessment. In this article, we share experiences and assignments we use with both preservice and in-service teachers within undergraduate and graduate university courses to enhance their focus on mathematics assessment, particularly assessment of processes and practices in classroom tests. We also share the results of teachers' analyses of classroom tests, their reactions to their analysis, and their reflections on the potential impact of the experiences on their future practice.

Classification: D60 D39

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