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Addressing measurement issues in two large-scale mathematics classroom observation protocols.

Middleton, James A. (ed.) et al., Large-scale studies in mathematics education. Cham: Springer (ISBN 978-3-319-07715-4/hbk; 978-3-319-07716-1/ebook). Research in Mathematics Education, 363-371 (2015).

Summary: In large-scale studies of mathematics achievement, many important variables are at the classroom level and therefore require the collection of classroom observation data. However, in these studies, collecting observation data is expensive, and collecting numerous observations can be cost prohibitive. In addition to these practical considerations, there are methodological and conceptual considerations to measuring instruction. This chapter raises several of these issues around measuring mathematics classroom instruction by using empirical data from two prominent observational protocols.

Classification: D20 C70 D30

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