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A framework for the qualitative analysis of student responses to the extended constructed-response questions from the 1992 NAEP in mathematics.

Owens, D.T. et al., 17. annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (PME-NA XVII). Proceedings. Vol. 1. ,. 175-180 (1995).

The purpose of this investigation was to develop a general framework for analyzing the NAEP extended constructed-response questions qualitatively. The framework dimensions were based on information about the NAEP extended questions, and linked to important ideas in mathematics education and cognitive psychology. A set of student responses to an extended constructed-response question from the grade-4 assessment was analyzed qualitatively according to appropriate framework dimensions. The findings suggest that the student responses could be analyzed qualitatively, but further investigation is needed to verify the adequacy of the framework. (orig.)

Classification: D60