

# APME 2015 Call for Chapters

## Annual Perspectives in Mathematics Education *Assessment to Enhance Learning and Teaching*

*The 2015 Annual Perspectives in Mathematics Education (APME) Volume: Assessment to Enhance Learning and Teaching* will consist of chapters that represent current thinking in assessment in the context of mathematics education. To that end, the focus will be on the important role that assessment plays in informing teacher practice and encouraging student learning. Chapters should make strong links between research and practice and should highlight important assessment issues as they relate to informing mathematics teaching and learning. Each chapter should appeal to a broad audience that includes mathematics educators in a variety of capacities, such as teachers, teacher leaders, professional development leaders, mathematics teacher educators, and researchers.

### **Suggested topics include, but are not limited to, the following:**

- ◆ Assessment, progress monitoring, evidence-based assessment, effective feedback, peer- and self-assessment, using assessment data
- ◆ Critical examination of assessment practices in regard to issues of access and equity to support teaching and learning of all students
- ◆ Teacher knowledge and professional development with regard to assessment practices to promote student learning and inform teaching
- ◆ Issues and examples related to the enactment of classroom practices that reflect current thinking and research in assessment and mathematics education (e.g., the use of assessment for learning, as learning, and of learning in mathematics classrooms)
- ◆ Critical examination of benefits, limitations, and/or uses of current high-stakes assessment and their influence on teaching and learning
- ◆ The design of alternative modes of assessment in mathematics (e.g., incorporating technology, investigations, various forms of formative assessment)

- ◆ The development of assessment tasks and criteria that reflect the complexity of mathematical thinking, problem solving, and other competencies
- ◆ Synthesis of research, theory, purposes, and/or issues related to assessment to inform teaching and learning
- ◆ Challenges to and opportunities for blending formative and summative assessment productively in the mathematics classroom
- ◆ Design of assessments for national, state, or provincial standards, such as the Common Core State Standards, including targeting specific Standards for Mathematical Practice and/or Content Standards
- ◆ Use of assessments as part of differentiated instruction and/or programs aimed at assessing and meeting individual student's learning needs
- ◆ Assessment as a vehicle for reform
- ◆ Alignment and coherence of curriculum, instruction, and assessment
- ◆ Considerations and issues regarding assessment of teaching

### **Details for Submission**

**Prospective authors must fill out an Intention to Submit form, found at [www.nctm.org/APME2015](http://www.nctm.org/APME2015), and send to [Christine.Suurtamm@uottawa.ca](mailto:Christine.Suurtamm@uottawa.ca) by March 1, 2014.**

The full chapter is to be submitted electronically by **May 15, 2014**, to the same e-mail address. Late or partial manuscripts will not be considered. All chapter submissions will be blind peer-reviewed, and authors will receive feedback within 8 weeks.

Complete details regarding full-chapter submission requirements will be sent once the Intention to Submit form is received.



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