

## Dear Reader,

The National Council of Teachers of Mathematics asked our task force to create an *Addenda Series* to support the Assessment Standards for School Mathematics. This book, one of six books in the series, provides descriptions of real activities, students, and teachers in assessment situations in grades K–5 classrooms. It also includes reflective questions to encourage discussion about important issues in assessment. Four Practical Handbooks for teachers in grades K–2, 3–5, 6–8, and 9–12 contain practical examples and ideas from teachers who have been successful with assessment. Another book presents assessment cases from grades 6–12 classrooms.

The Assessment Standards tells us that classroom assessment should—

- provide a rich variety of mathematical topics and problem situations;
- give students opportunities to investigate problems in many ways;
- question and listen to students;
- look for evidence of learning from many sources;
- expect students to use concepts and procedures effectively in solving problems.

Our collection of examples, reflections, explanations, and tips are intended to help all of us explore the role of assessment in reshaping mathematics teaching and learning. We know that assessment, from simple observations to standardized tests, has always affected what we do in the classroom. We looked for examples that help us do a better job and that allow us to become clearer about what we really want students to learn.

We also know that classrooms and schools are complex places. Changing assessment practices in nonsupportive environments is challenging at best. We will share the experiences and stories of teachers who have had some success. We will also share the stories of teachers who have struggled with assessment.

Many people contributed to this effort. Classroom teachers and teacher educators have shared their assessment stories in this book to encourage us to reflect on our assessment practices and on our beliefs about assessment, teaching, and learning.

This book, *Cases and Discussion Questions for Grades K–5*, is divided into five sections. The first, “Introduction,” explains what cases are, what their purposes are, and what advantages they hold as a professional development tool. The next three sections include thirteen cases that share the assessment stories of mathematics teachers across the continent. The last section, “Facilitator Guidelines and Notes,” offers helpful hints to lead groups of teachers in discussions about the cases. It also includes specific notes and suggestions for facilitating each case. Finally, we have provided a bibliography for further reading and an index at the end to help you locate topics of greatest interest to you.

We hope you will find many uses for this book. Enjoy!

—The Assessment Addenda Task Force