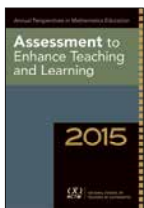


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Annual Perspectives in Mathematics Education: Assessment to Enhance Teaching and Learning, Christine Suurtamm and Amy Roth McDuffie, eds., 2015. 254 pp., \$44.95 paper. ISBN 978-0-87353-923-4. Stock no. 14860. National Council of Teachers of Mathematics; <http://www.nctm.org>.



Annual Perspectives in Mathematics Education (APME) 2015 builds on and updates the 1993 and 1995 NCTM books on assessment. Its twenty-one articles are divided

into four sections: “Assessment in Action,” “Design of Assessment Tools and Strategies,” “Professional Learning to Enhance Classroom Assessment,” and “Assessment as Reasoning from Evidence.” The articles reflect current research on assessment with the dual goals of informing teacher practice and facilitating student learning. The target audience is mathematics educators at all levels.

The book’s focus is on designing complex and diverse formative assessments, which are then used to guide instruction. Greater emphasis is on learning, by both students and teachers, than on simple

evaluation. For example, a group of articles offers suggestions on how to establish new classroom norms for students to share their work and how teachers can use that work to guide discussion, leading to increased students’ learning.

APME 2015 is impressive in its breadth and depth of information. Articles are based on activities in classrooms ranging from elementary to postsecondary, yet their themes transcend any specific grade level. Any mathematics teacher, regardless of grade level, can learn something from this book. However, the density and diversity of the content means that it is not an easy read, and most teachers will probably benefit from a small fraction of the articles. Fortunately, they will get a great deal from whatever portion they read because the central themes span just about all the articles.

—Pawel Nazarewicz
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More Lessons Learned from Research: Useful and Usable Research Related to Core Mathematical Practices

Edward A. Silver and Patricia Ann Kenney, eds., 2015. 310 pp., \$42.95 paper. ISBN 978-0-87353-687-5. Stock no. 14117. National Council of Teachers of Mathematics; <http://www.nctm.org>.



More Lessons Learned from Research is organized into three sections that focus on several of the eight practices identified in the Common Core Standards for Mathematical

Practice. The three sections of the book contain several chapters apiece on research related to the practices of (1) reasoning and proof; (2) communicating, sense making, and using tools strategically; and (3) modeling and problem solving. The volume editors have

done a good job of choosing topics and articles that are germane to interpreting and implementing the mathematical practices in any K–12 mathematics classroom.

All chapters are based on research articles previously printed in the *Journal for Research in Mathematics Education (JRME)* over the past decade. The authors have revamped their articles with the practicing teacher (or teacher educator) in mind. When the research lends itself, some of the authors very explicitly provide practical recommendations for the classroom (e.g., chapter 8, by Ellis; chapter 22, by Pyke) and ways to structure pedagogical approaches such as assessments and questioning (e.g., chapter 12, by Ben-Yehuda and colleagues). In addition, the editors provide a synopsis of each chapter as well as their take on “lessons learned” from the original *JRME* article or the current iteration of that article.

Translating mathematics education into practice is not always straightforward. Although the typical classroom teacher might not pick up *More Lessons Learned from Research* and find it immediately applicable, it would be useful for professional learning communities, professional development activities, or teacher education programs.

—Sharon M. McCrone
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