



Assessing Student Understanding

Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

Principles to Actions: Ensuring Mathematical Success for All

The quotation above, referencing one of the Mathematics Teaching Practices in NCTM's *Principles to Actions* (2014, p. 53), extols the importance of assessment. Effectively assessing student understanding is integral to all aspects of mathematics instruction. Formative assessments conducted in the classroom can potentially give a teacher important feedback about students' understanding and guide future instruction to improve student learning. Although assessment tools take many forms and are applied in varied ways, we are primarily interested in those that help teachers with the challenge of making sense of what their students know.

The Editorial Panel of *Mathematics Teaching in the Middle School (MTMS)* encourages readers to submit manuscripts addressing how student understanding is assessed in the mathematics classroom. We particularly seek responses that capture how different assessments are conducted in the classroom and how those assessments influence your classroom practice. The questions below may guide your thought process as you develop your ideas.

- How do you use assessment to improve student learning?
- How do you give feedback to students to improve learning?
- How do you use formative assessment to guide classroom instruction and classroom discussions?
- How do your assessment tasks capture the complexity of mathematical thinking?
- How do your assessments address equity and access?
- How does recent research on assessment inform your teaching?
- How do you blend different types of assessments productively in the mathematics classroom?
- How do you differentiate your assessment tools to address the varied needs of your students?
- How do you collaborate with other teachers to design assessment tools?
- How do you gather evidence effectively and efficiently about student understanding?
- How do you incorporate student work into your assessments?

The manuscript should be no more than 2500 words, not counting references and figures. Send submissions to this call for manuscripts through mtms.msubmit.net. On the Keywords, Categories, Special Sections tab, select this 2017 call from the list in the Department/Calls section. Manuscripts are due **January 4, 2016**.



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CALL FOR MANUSCRIPTS