



Assessment

Assessment is an integrated part of mathematics instruction that guides and enhances teaching and learning. A key aspect of instructional decision making is the alignment of standards, curriculum, instruction, and assessment. The *MT* Editorial Panel is interested in manuscripts that address one or more of the following themes related to assessment.

Promoting student learning

- What assessment strategies foster opportunities for students to reflect on their own or their peers' mathematical strengths and weaknesses?
- How do students benefit from assessment that highlights mathematical connections?

Respecting and responding to diversity

- What assessment strategies have you tried that honor student diversity?
- How do you negotiate the tension between the diversity of your students' experiences and the goal of being fair?

Driving instructional planning

- How do you use formative and summative assessments in your process of instructional planning?

- How do assessment results guide your next steps?
- Which assessments have been effective and why?

Creating alternative assessments

- What alternative assessments have you developed related to specific mathematical content?
- How do you use new technologies to assess student thinking?
- What did you learn about your students and their mathematical progress from these assessments that you would not otherwise have discovered?

Teaching in a context of external assessments

- How do you balance the content coverage demands of summative assessments with teaching for understanding?
- How do you incorporate "test preparation" into your courses in meaningful ways?

Submit your completed manuscript for review to *Mathematics Teacher* at mt.msubmit.net. Be sure to check the box indicating that this manuscript is for the Assessment call. Guidelines for the preparation of manuscripts can be found at nctm.org/publications/content.aspx?id=22602.



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