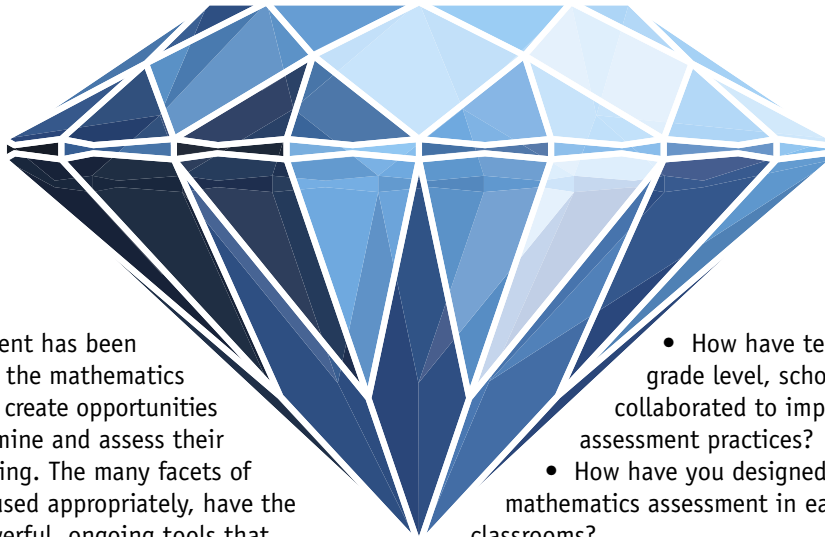


2016 FOCUS ISSUE: REVEALING THE FACETS OF ASSESSMENT



The role of assessment has been evolving rapidly. In the mathematics classroom, students create opportunities for teachers to examine and assess their mathematical thinking. The many facets of assessment, when used appropriately, have the potential to be powerful, ongoing tools that provide evidence of student progress and support student learning in mathematics.

Manuscripts that address the following questions or other questions about assessment are encouraged:

- How have you balanced the various types of math assessments (e.g., formative, summative, assessment of learning, assessment for learning, assessment as learning)?
- How have you designed assessments to capture conceptual understanding, reasoning, and procedural fluency?
- How can formative assessment strategies be used to inform teacher decisions within and between mathematics lessons?
- How can mathematics instruction be designed to support students becoming effective self-assessors?
- How has your use of rigorous mathematical tasks supported and advanced your assessment of students' mathematical thinking?
- In what ways have you engaged in assessment of the Common Core's Standards for Mathematical Practice (e.g., construct viable arguments, model with mathematics)?
- How have you used feedback to support students' mathematical learning?

- How have teachers in your grade level, school, or district collaborated to improve mathematics assessment practices?
- How have you designed and managed mathematics assessment in early childhood classrooms?
- What strategies have you used to ensure that assessment methods are appropriate for various populations of students, such as English language learners, children with disabilities, and gifted learners?
- How has technology supported your work of assessing students' mathematical understanding?

Limit your manuscript to 2500 words excluding references and figures. Figures and photographs may be embedded in the manuscript for review purposes; however, on acceptance of your manuscript, you must supply source files for all exhibits. In addition, should the manuscript ultimately be accepted for publication, parent/guardian permission will be required for publication of all student work and photographs.

On a separate cover page, state clearly that the manuscript is being submitted for the October 2016 *Teaching Children Mathematics (TCM)* Focus Issue: Revealing the Facets of Assessment. Author identification should appear on the cover page only. Access <http://tcm.msubmit.net> to submit completed manuscripts to *TCM* by **July 31, 2015**. Visit www.nctm.org/journal submissions for detailed manuscript preparation guidelines.