

## CERME 11: Thematic Working Group 21

### Assessment in Mathematics Education

**Leader:** Paola Iannone (UK), [P.Iannone@lboro.ac.uk](mailto:P.Iannone@lboro.ac.uk)

**Co-leaders:** Michal Ayalon (Israel), Johannes Beck (DE), Jeremy Hodgen (UK), Francesca Morselli (IT)

### Scope and focus of the Thematic Working Group

TWG21 met for the first time at CERME10 with the aim to create a forum to discuss research related to the (formative and summative) assessment of mathematics at all educational levels. This meeting indicated two ways to proceed forward and on these ways, we focus the call for papers for CERME11. First, we would like to bring the attention of the group more firmly on mathematics and to examine the particularities of assessment with regard to the learning and teaching of mathematics. Second, one conclusion from our meeting at CERME10 was that we lack a common language and shared frameworks to be able to effectively communicate research on the impact of assessment (both formative and summative) on learners. We would like to take the opportunity of CERME11 to start constructing such common language.

### Call for papers and poster proposals

In order to bring mathematics at the centre of the discussion of this TWG21 on assessment, we particularly welcome papers on the following aspects of the assessment of mathematics:

- Theoretical and/or empirical approaches to the validity of mathematical assessment.
- The assessment of specific mathematics domains – such as for example algebra or geometry - or capabilities such as problem solving or mathematical modelling.
- The impact of assessment on student learning, at all levels including school, pre-school, university, vocational and adult.
- The preparation of future in service and pre-service teachers to assess students' mathematical learning and competences.
- The role of technologies in assessing mathematics (including Computer Aided Assessment and assessment using the affordances and capabilities of digital technologies).
- Theoretical, and/or methodological, papers that discuss the commonality, divergences, affordances and drawbacks of theoretical and/or methodological tools used to describe and analyse the impact of assessment of mathematics on students.

Papers and poster proposals should use the CERME template, and conform to the guidelines at the [guidelines website](#). CERME 11 uses a [submission website](#). The authors submit the initial version of their paper on the website (uploading it both as a .doc and a .pdf file, and providing the required information, in particular the TWG number).

### Reviews and decisions

Each paper will be peer-reviewed by two persons from among those who submit papers to this TWG. Please expect to be asked to review up to two papers yourself. The group leaders will decide about the acceptance of posters.

### Important dates

- **15<sup>th</sup> July 2018:** Early bird submission (please refer to the [early bird website](#))
- **15<sup>th</sup> September 2018:** Initial submission by authors in the submission system.
- **3<sup>rd</sup> November 2018:** Initial decisions on papers and posters sent.
- **24<sup>th</sup> November 2018:** The authors submit a revised version if needed.
- **5<sup>th</sup> December 2018:** Final decisions sent.
- **12<sup>th</sup> December 2018:** Final version uploaded.
- **13<sup>th</sup> January 2019:** Papers available on CERME 11 website.