



## **TSG 39      Large scale assessment and testing in mathematics education**

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The purpose of *Topic Study Group 39 – Large Scale Assessment (LSA) in Mathematics Education* is to address issues related to large-scale assessment, evaluation and testing in mathematics at all levels. Sound LSA has the potential to provide important feedback, for example, about students' mathematical thinking, about classroom mathematical culture, or about a country's curriculum emphasis. Furthermore, LSA can have a strong influence in mathematics education as it often defines the mathematics that is mediated, valued and worth knowing.

We are seeking contributions of research in and new perspectives on LSA in mathematics education. We see these issues as falling into three main strands: purposes and use, design and development, and teacher-related issues. We also recognize that there are broad issues that fall across these strands.

We invite papers that address one or more of the following topics:

### **Purposes and Use**

1. Purposes and use of LSA in mathematics at the international, national, school, classroom, or individual level

2. The use of assessment for learning, as learning, and of learning in mathematics as they relate to LSA
3. Policy issues such as how LSAs frame political discussions and decisions
4. The communication and use of results from LSA in mathematics

### **Design, and Development**

5. The development of LSAs which might include the conceptual foundations of such assessments
6. Task design that values mathematical power including problem solving, modeling, and reasoning across disciplines, and that addresses the diversity of learners
7. The design and implementation of alternative modes of LSA in mathematics (e.g. online, student investigations)

### **Teacher-related issues**

8. The design and development of LSA of teachers' mathematical and pedagogical content knowledge
9. The impact of LSA on teachers' knowledge and practice

One of our sessions will be a joint session with *TSG 40 – Classroom assessment for mathematics learning* in order to discuss perspectives and issues that relate to both classroom and large-scale assessment.