



## **TSG 40 Classroom assessment for mathematics learning**

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### **TSG40: Classroom Assessment for Mathematics Learning**

Assessment *for* learning is "any assessment for which the first priority in its design and practice is to serve the purpose of promoting pupils' learning. It thus differs from assessment designed primarily to serve the purposes of accountability... or of certifying competence" (Black et al, 2004). The purpose of Topic Study Group 40 is to share and build research relating to assessment *for* and *as* learning in mathematics classrooms.

We seek contributions relating to teaching mathematics in classrooms as well as practices in teacher education and professional development that address issues on assessment for learning and teaching mathematics. How teachers learn to assess for learning and how their learning is enacted is key to developing assessment for learning that enables teachers to gain insight into students' thinking to guide further instruction.

We invite papers addressing the following areas:

1. The enactment of classroom practices that reflect current thinking in assessment *for* learning or assessment *as* learning in mathematics (for example, giving feedback, developing classroom conversations, peer or self-assessment).
2. The development of pre-service and in-service teachers' professional knowledge of or practices related to assessment for learning mathematics.
3. The enactment of practices in teacher education and professional

development that reflect current thinking relative to assessment *for* learning and assessment *as* learning.

4. The development of assessment tasks that reflect the complexity of mathematical thinking, problem solving, and other important mathematical competencies.
5. The design of alternative modes of assessment for learning (e.g., online, investigations, forms of formative assessment).
6. The development of assessment practices that support equity or enhance access to the learning of mathematics.
7. The enactment of practices to ensure that curriculum, instruction, and classroom assessment are well aligned.

#### Reference

Black, P., Harrison, C., Lee, C., Marshall, B. and Wiliam, D. (2004) *Working inside the black box: assessment for learning in the classroom*. Phi Delta Kappan, 86(1), 9-21.