

## CERME 14: Thematic Working Group 21

### Assessment in Mathematics Education

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#### Scope and focus of the Working Group

The aim of the Topic Working Group 21 (TWG21) is to cultivate communication, cooperation, and collaboration among researchers interested in assessment in mathematics. We welcome submissions from diverse theoretical and methodological perspectives across all levels and contexts of math education. We value reflections on the distinctive nature of mathematics assessment, recognizing its unique characteristics in teaching and learning, including the importance of representations, linguistic aspects, and the role of errors. This highlights the importance of incorporating insights from math education research into assessment practices. Our emphasis lies in exploring classroom assessment practices and strategies for implementing research findings in authentic educational settings. This underscores the importance of collaborative research involving teachers. Comparative studies across countries are encouraged. We also support research on the emotional aspect of assessment and the role of inclusion, diversity, and social justice.

#### Call for papers and poster proposals

We particularly welcome proposals focusing on the following aspects of mathematics assessment:

- *Formative and Summative Assessment Classroom Practices:* assessment designs and feedback mechanisms that depart from traditional grading systems, recognizing assessment as an integral part of the teaching and learning process.
- *National and International Standardized Assessment:* comparative analyses of national assessment systems, comparisons between national and international standardized assessment frameworks, studies on the relationship between curricula, teaching methodologies, and student performance in standardized tests.
- *Design and Implementation of Digital Tools for Assessment:* the use of digital tools for formative and summative assessment in mathematics education; the impact of digital tool development on assessment practices and how these tools can facilitate diverse forms of assessment.
- *Teacher Education in Assessment:* the professional development of both in-service and pre-service teachers in assessment practices in mathematics education.
- *Students' Role in Assessment:* the design and implementation of student-centered assessment approaches and the effects of assessment on student learning; students' perceptions of assessment.
- *Inclusion, Diversity, and Social Justice in Assessment:* the impact of assessment on social justice issues; how to consider students' backgrounds in assessment design and implementation, including language, culture, and specific learning difficulties.

Papers and poster proposals *must use the CERME template*, and conform to the guidelines at <https://www.cerme14.it/>. CERME 14 uses an electronic submission system <https://www.conftool.pro/cerme14/>. 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 author papers to this TWG. *All co-authors* can be asked to review up to two papers. The group leaders will decide about the acceptance of posters.

#### Important dates

- See <https://www.cerme14.it/> for important dates