

## **CERME 13: Thematic Working Group 21** **Assessment in Mathematics Education**

**Leader:** Francesca Morselli (Italy), morselli@dima.unige.it

**Co-leaders:** Christina Drüke-Noe (Germany), Chiara Giberti (Italy), Gözde Kaplan-Can (Turkey), Johanna Rämö (Finland)

### **Scope and focus of the Working Group**

Topic Working Group 21 was established in 2017 (CERME 10, Dublin) and has developed throughout the last conferences.

Our TWG aims at promoting communication, cooperation and collaboration among researchers interested in assessment in mathematics education. We welcome research work from a variety of different theoretical approaches and methodological frameworks, carried out at all levels and in all contexts of education.

### **Call for papers and poster proposals**

We particularly welcome papers on the following aspects of the assessment of mathematics:

- Formative and summative assessment classroom practices (e.g. In which way are oral and written assessment used in classroom practice? How do teachers design class tests?)
- National and international standardized assessment (e.g. comparison of different national assessment systems, comparison of national and international standardized assessment systems, reflections on the PISA framework and implications of the PISA results for research and practice)
- Design and implementation of digital tools (e.g. How has the development of digital tools changed assessment? How can digital tools be used in implementing different forms of assessment?)
- Teacher education concerning assessment (e.g. How can pre- and in-service teachers' professional development concerning the design and implementation of assessment practices be promoted? What is known about teachers' assessment literacy and its development?)
- Students' role in assessment (e.g. How can student-centred assessment be designed and implemented? How do students perceive different assessment methods? How does assessment affect students' learning?)
- Inclusion, diversity and social justice in assessment (e.g. What is the impact of assessment in terms of social justice? How can the students' background - language, culture or specific learning difficulties - be taken into account in the design and implementation of assessment?)

Taking into account the contributions to the previous CERME and the discussions that took place during the conference, we put into evidence the issue of teacher education concerning assessment and we inserted two issues (national and international standardised assessment and the role of students in assessment).

Papers and poster proposals should use the CERME template, and conform to the guidelines at <https://cerme13.renyi.hu/>. CERME 13 uses an electronic submission system <https://www.conftool.pro/cerme13/>. 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 February 2023:** Deadline for submission of papers and posters.
- **5 April 2023:** Preliminary decisions on papers and posters.
- **10-14 July 2023:** CERME 13 takes place.
- See <https://cerme13.renyi.hu/deadlines> for other important dates