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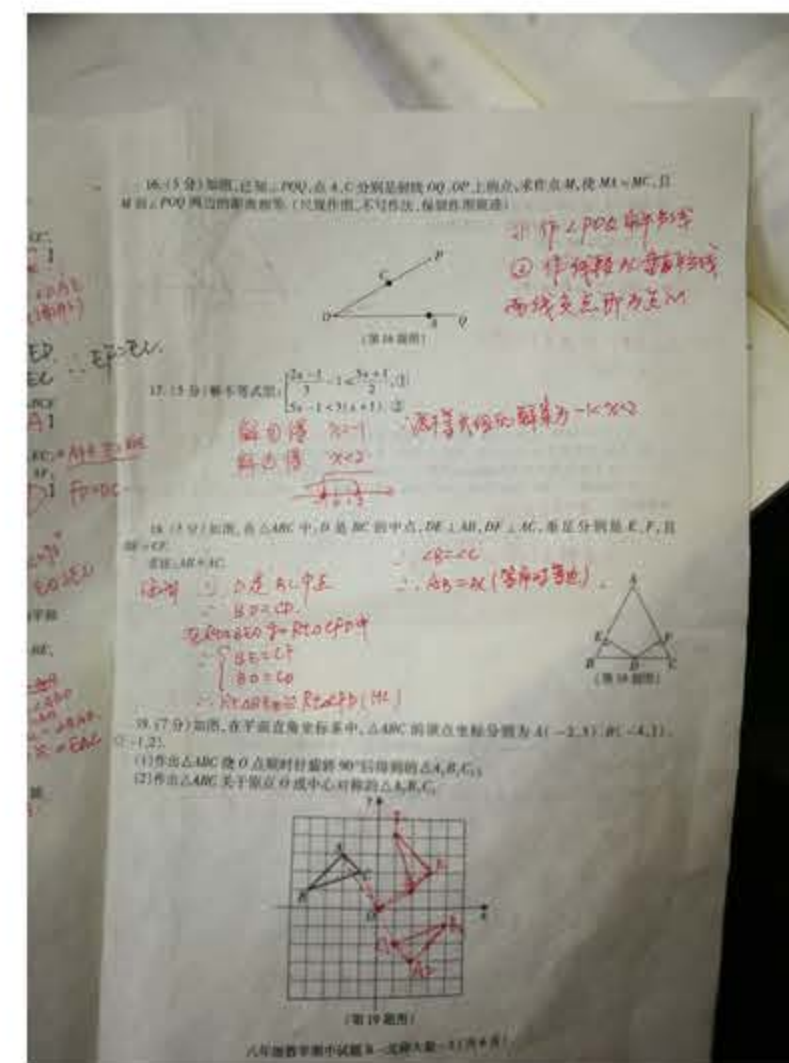
Comparative Research of Mathematics Classroom Assessment in U.S and China

Research Questions

- What are the differences and similarities between U.S and China in classroom assessment from the perspective of mathematical thinking?
- How do Chinese middle school teachers think about quizzes and tests used in classroom assessment?

Participants & Data Resources

- 7 teachers volunteered to participate in China
 - All of them are middle school teachers (grade 7-grade 9)
 - All of them are from different districts of China.
- 997 classroom assessment questions in China
- 5 teacher interviews
- As a comparison group, 4816 classroom assessment questions from 26 teachers in the U.S (Webb, 2011)



Approach & Method

- Classroom assessment artifacts collection in U.S and China.
- Reasoning levels as described by Dekker in the Dutch Assessment Pyramid were used to code each question.
- Summary characteristics of assessment tasks and teachers' understanding of mathematical thinking were complemented by teacher interviews that explored their classroom assessment choices as well as the frequency of assessment for formative and summative purposes from the teachers' perspective.

