

The *Journal of Mathematics Education at Teachers College* is a publication of the  
Program in Mathematics and Education at Teachers College  
Columbia University in the City of New York.

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**Aims and Scope**

The *JMETC* is a re-creation of an earlier publication by the Teachers College Columbia University Program in Mathematics. As a peer-reviewed, semi-annual journal, it is intended to provide dissemination opportunities for writers of practice-based or research contributions to the general field of mathematics education. Each issue of the *JMETC* will focus upon an educational theme. The themes planned for the 2012 Fall-Winter and 2013 Spring-Summer issues are *Equity* and *Leadership*, respectively.

*JMETC* readers are educators from pre-K-12 through college and university levels, and from many different disciplines and job positions—teachers, principals, superintendents, professors of education, and other leaders in education. Articles to appear in the *JMETC* include research reports, commentaries on practice, historical analyses, and responses to issues and recommendations of professional interest.

**Manuscript Submission**

*JMETC* seeks conversational manuscripts (2,500-3,500 words in length) that are insightful and helpful to mathematics educators. Articles should contain fresh information, possibly research-based, that gives practical guidance readers can use to improve practice. Examples from classroom experience are encouraged. Articles must not have been accepted for publication elsewhere. To keep the submission and review process as efficient as possible, all manuscripts may be submitted electronically at [www.tc.edu/jmetc](http://www.tc.edu/jmetc).

**Abstract and keywords.** All manuscripts must include an abstract with keywords. Abstracts describing the essence of the manuscript should not exceed 150 words. Authors should select keywords from the menu on the manuscript submission system so that readers can search for the article after it is published. All inquiries and materials should be submitted to Ms. Krystle Hecker at P.O. Box 210, Teachers College Columbia University, 525 W. 120<sup>th</sup> St., New York, NY 10027 or at [JMETS@tc.columbia.edu](mailto:JMETS@tc.columbia.edu).

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**Library of Congress Cataloging-in-Publication Data**

Journal of mathematics education at Teachers College  
p. cm.

Includes bibliographical references.

ISSN 2156-1397

EISSN 2156-1400

1. Mathematics—Study and teaching—United States—Periodicals  
QA11.A1 J963

**More Information is available online:** [www.tc.edu/jmetc](http://www.tc.edu/jmetc)

## *Journal of Mathematics Education at Teachers College*

### **Call for Papers**

The “theme” of the fall issue of the *Journal of Mathematics Education at Teachers College* will be *Equity*. This “call for papers” is an invitation to mathematics education professionals, especially Teachers College students, alumni and friends, to submit articles of approximately 2500-3500 words describing research, experiments, projects, innovations, or practices related to equity in mathematics education. Articles should be submitted to Ms. Krystle Hecker at [JMETC@tc.columbia.edu](mailto:JMETC@tc.columbia.edu) by September 1, 2012. The fall issue’s guest editor, Mr. Nathan N. Alexander, will send contributed articles to editorial panels for “blind review.” Reviews will be completed by October 1, 2012, and final manuscripts of selected papers are to be submitted by October 15, 2012. Publication is expected by November 15, 2012.

### **Call for Volunteers**

This *Call for Volunteers* is an invitation to mathematics educators with experience in reading/writing professional papers to join the editorial/review panels for the fall 2012 and subsequent issues of *JMETC*. Reviewers are expected to complete assigned reviews no later than 3 weeks from receipt of the manuscripts in order to expedite the publication process. Reviewers are responsible for editorial suggestions, fact and citations review, and identification of similar works that may be helpful to contributors whose submissions seem appropriate for publication. Neither authors’ nor reviewers’ names and affiliations will be shared; however, editors’/reviewers’ comments may be sent to contributors of manuscripts to guide further submissions without identifying the editor/reviewer.

If you wish to be considered for review assignments, please request a *Reviewer Information Form*. Return the completed form to Ms. Krystle Hecker at [hecker@tc.edu](mailto:hecker@tc.edu) or Teachers College Columbia University, 525 W 120th St., Box 210, New York, NY 10027.

### **Looking Ahead**

Anticipated themes for future issues are:

Fall 2012	Equity
Spring 2013	Leadership
Fall 2013	Modeling
Spring 2014	Teaching Aids

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# Journal of Mathematics Education at Teachers College

Spring – Summer 2012

A CENTURY OF LEADERSHIP IN  
MATHEMATICS AND ITS TEACHING

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## **PREFACE**

### **Assessment, Evaluation, and Testing: Measurement at Various Levels**

“Assessment,” “evaluation,” and “testing”—these three terms are often used interchangeably in educational writing. It is the belief of the editorial board, however, that each of these terms can be distinguished by the level at which it operates.

Testing often refers to measurement practices that influence changes and policy at the local level, specifically within a classroom or school and aimed toward individual students. Evaluation, which often involves testing, frequently refers to measurement practices that influence changes and policy at a broader level, specifically within a school district and aimed toward large groups of students. Assessment generally refers to measurement practices that influence changes and policy at the state, national, and even international levels. In this scheme, both testing and evaluation are encompassed by assessment. Assessment tends to be large-scale and so influential that the results affect national policies and budgets and comparisons among nations. While testing and evaluation identify the successes and failures of individuals, schools, or districts, assessment places their efforts in a larger perspective, be it state, national, or international. In a sense, assessment confirms or denies the success of research-like efforts.

Many of the articles in this issue of JMETC were selected for publication because they highlight the impact that assessment has in various realms of mathematics education. A significant focus is on the *Common Core State Standards for Mathematics* (CCSSM) and the immediate challenges the United States faces in preparing to assess these Standards since the document’s release in 2010 and the first of its assessments in 2014. In order to maintain practical functionality for mathematics educators, some articles have as their focus testing and evaluation as opposed to assessment.

Heather Gould  
Guest Editor