

## **ACKNOWLEDGMENTS**

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# FOREWORD

The *Curriculum and Evaluation Standards for School Mathematics* released by the National Council of Teachers of Mathematics (NCTM) have profoundly influenced the vision and practice of mathematics education. Through their call for a greater emphasis on problem solving, reasoning, and communications, the *Standards* have validated the expanded use of performance tasks for classroom instruction and assessment. Effective performance tasks call for such reasoning and communication by engaging students in applying mathematical concepts and skills in the context of “authentic” problems.

While educators generally understand and support the recommendations of NCTM to incorporate performance tasks for assessment purposes, a number of practical questions remain – how do teachers develop “authentic” tasks to assess students’ understanding, reasoning and mathematical communication?; how does the use of performance tasks fit with more traditional forms of assessment in mathematics?; how do teachers evaluate student responses since performance tasks typically call for more than a single, correct answer?

Charlotte Danielson and Elizabeth Marquez offer timely and practical answers in this readable guide to the development and use of performance tasks and rubrics in high school classrooms. The book provides an excellent overview of the rationale for, and the strengths and limitations of, the use of performance tasks to assess student achievement and progress in mathematics. They offer a user-friendly, field-tested process for developing performance tasks and rubrics,