

## BOOK AND BOOK CHAPTERS ON CMP

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ABSTRACT: In this article, we discuss differences between the mathematics instruction of CMP and non-CMP teachers in the LieCal project. There are three aspects of instruction that 200 6th grade urban classroom observations showed were strongly and differently related to the type of curriculum that teachers were using. These three aspects relate to the teachers' use of (1) group and individual work, (2) written narratives and worked-out examples, and (3) conceptually- and procedurally-focused instruction.

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Remillard, J. T., Herbel-Eisenmann, B. A., & Lloyd, G. M. (2008). *Perspectives on teachers' use of mathematics curriculum materials (Studies in Mathematical Thinking and Learning Series, A. Schoenfeld, Ed.)*. New York: Routledge.

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ABSTRACT: This study is a validity study of the National Assessment of Educational Progress (NAEP), intended to test the adequacy of NAEP for detecting and monitoring the effects of mathematics education reform. The current study design was intended to support a comparison of the relative effectiveness of three different types of large-scale assessments--"Balanced Assessment in Mathematics" (BAM), NAEP, and state assessments--for measuring the learning gains of students participating in a well-implemented reform mathematics curriculum. To provide a context for assessing student learning where the authors could be reasonably certain of observing substantial learning gains in mathematics over the course of a school year, they selected National Science Foundation's (NSF's) Connected Mathematics Project (CMP). Although the authors had initially hypothesized that BAM, being more closely aligned with the reform curriculum, would reveal larger gains than NAEP, they found that both assessments were equally sensitive to the gains of their sample of students in CMP classrooms, and NAEP appeared better able to detect gains in the algebra classrooms. This was true even though the BAM test required twice as much time to administer as the NAEP test. Three appendices are included: (1) Sample NAEP Items; (2) Sample BAM Task; and (3) Analyses Using Booklet Percent Correct Metric. (Contains 21 tables, 1 figure and 8 footnotes.) [This report is based on work that was jointly supported by NCES (contract ED-01-CO-0026-005) and the National Science Foundation (grant 454755).]

The El Barrio-Hunter College PDS Partnership Writing Collective. (2009). On the Unique Relationship Between Teacher Research and Commercial Mathematics Curriculum Development. Remillard, J. T., Herbel-Eisenmann, B. A. & Lloyd, G.M. (Eds.). *Mathematics Teachers at Work: Connecting Curriculum Materials and Classroom Instruction*. London: Routledge

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