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This book contains papers written on issues related to externally mandated mathematics tests and their influence on school mathematics. Chapter 1 presents an overview of the book, including brief abstracts of each chapter. Chapter 2 presents a summary of the overall problems associated with the need for valid information. Remaining chapters include: (3) Implications of the National Council of Teachers of Mathematics (NCTM) Standards for Mathematics Assessment (Norman Webb & Thomas A. Romberg); (4) Curriculum and Test Alignment (Thomas A. Romberg, and others); (5) State Assessment Test Development Procedures (James Braswell); (6) Test Development Profile of a State-Mandated Large-Scale Assessment Instrument in Mathematics (Tej Pandey); (7) Assessing Students' Learning in Courses Using Graphics Tools: A Preliminary Research Agenda (Sharon L. Senk); (8) Mathematics Testing with Calculators; Ransoming the Hostages (John G. Harvey); (9) Gender Differences in Test Taking: A Review (Margaret R. Meyer); (10) Communication and the Learning of Mathematics (David Clarke, and others); (11) Measuring Levels of Mathematical Understanding (Mark Wilson); (12) A Framework for the California Assessment Program to Report Students' Achievement in Mathematics (E. Anne Zarinnia & Thomas A. Romberg); (13) Evaluation–Some Other Perspectives (Phillip C. Clarkson). A reference list organized by chapter contains 300 citations. Appendices include the NCTM Evaluation Standards, a classification matrix, illustrative questions, history and rationale for student mathematics journals, SMP Project student log sample pages, and the report of Vermont's Mathematics Portfolio Assessment Program. (MKR)

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