The forms and functions of language: Implications for the assessment of mathematics achievement in linguistically diverse populations

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In this presentation, I will discuss two views of language in research on mathematics assessment, as a function and as a structure. The former emphasizes the dynamic aspects of language in mathematical communication; the latter emphasizes the linguistic features of mathematics problems. I will discuss how these views shape what is valued in mathematics learning, how mathematics achievement is assessed, and what is considered as acceptable in mathematics assessment research. I will use this conceptual framework to discuss recent research in mathematics assessment involving linguistically diverse groups, including Latino, English language learners.


Please refer to website:
(http://www.colorado.edu/education/faculty/guillermosolanoflores/index.html).

Click on publications you will find these two articles.