

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

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Center for the Mathematics Education of Latinos (CEMELA) Research Symposium
January 20, 2008

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.

Solano-Flores, G., & Li, M. (2006). The use of generalizability (G) theory in the testing of linguistic minorities. *Educational Measurement: Issues and Practice*, 25(1), 13-22.

Solano-Flores, G. (2006). Language, dialect, and register: Sociolinguistics and the estimation of measurement error in the testing of English language learners. *Teachers College Record*, 108(11), 2354-2379.

Please refer to website:

<http://www.colorado.edu/education/faculty/guillermosolanoflores/index.html>).

Click on publications you will find these two articles.