Exploring alternative mathematics assessments with Latino/a students

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Abstract

This study explores the wealth of student thinking generated by the task-based interviews of 15 Latino/a students as they solve measurement items from NAEP. We conjecture that these interviews could be used to complement paper-and-pencil assessments, especially in the case of Latino/a students who have been known to struggle to comprehend the language in the questions. The paper discusses three major themes namely, issues of language, use of visual cues, and mathematical communication from our interviews. Further, key factors in designing and conducting task-based interviews with students and the benefits and challenges of this form of assessment are also discussed.