

TODOS: Mathematics for All **Monograph #2 Guidelines**

Introduction to TODOS Monograph #2:

TODOS: Mathematics for All is an affiliate of NCTM that was initiated in 2003 to advocate for an equitable and high quality mathematics education for all students, particularly Hispanic/Latino students. The Research and Publications Committee, a standing committee of TODOS has initiated an annual research-based monograph that focuses on issues related to diversity and equity in mathematics education. The second TODOS monograph is a joint effort of TODOS and the National Educational Association (NEA). The monograph will appear in print in 2009.

Focus of the second TODOS Monograph:

The Research and Publications committee of *TODOS: Mathematics for All* requests the submission of manuscripts for potential inclusion in the second monograph of TODOS. The focus of the monograph will be on the assessment of Hispanic/Latino students in mathematics. The monograph will inform the education community and policy makers about large-scale assessment formats and classroom-level assessment strategies that foster or have the potential to foster greater achievement and learning of Hispanic/Latino students in mathematics. Although much has been written that documents the assessment results of Hispanic/Latino students, this monograph has a different goal. Specifically, a goal of this monograph is to offer theoretical, conceptual, and historical analyses of key issues associated with mathematics assessments of Hispanic/Latino students in U.S. schools. Another objective is to promote and inform the education community about assessment formats that promote student achievement and learning for all students, particularly Hispanic/Latino students.

Papers are encouraged that address any issue related to the general theme. Examples of questions that submissions might address include the following:

- What has been or should be learned from research about external assessment formats that foster or inhibit the demonstration of mathematical knowledge and proficiency by Hispanic/Latino students?
- What has been or should be learned from research about classroom-level assessment formats (both formal and informal) that foster or inhibit the demonstration of mathematical knowledge and proficiency by Hispanic/Latino students?
- What strategies being implemented in P-12 schools hold great promise to document and assess the achievement and learning of Hispanic/Latino students in mathematics?
- What has been or should be learned from research about the use of external assessments for English Language Learners (ELLs)? What issues and challenges need to be identified? What advances have been made? How should the mathematics education community address these challenges and advances?
- How can alternative assessment formats be utilized to capture student "learning" or "growth" over time (e.g., moving beyond mere standardized testing and other

- quantitative measures as the primary means to classify student achievement)? In what ways would this approach complement or challenge the portraits of learning and growth that are available from standardized achievement tests?
- What theories and methods offer promise to understand the role and effects of assessment with respect to larger societal issues, such as the socio-political context of student learning/performance in mathematics?
 - How has high-stakes testing (e.g., No Child Left Behind legislation) influenced classroom-level assessments in classes attended by large numbers of Hispanic/Latino children? What are the policy implications for the mathematics education community?

Guidelines for the second TODOS Monograph:

Manuscripts will be reviewed by members of the TODOS Research and Publications committee for potential inclusion in the inaugural TODOS monograph. Members include: Marta Civil, Gil Cuevas, Rochelle Gutiérrez, Richard Kitchen, Carl Lager and Edward Silver. Submission of a paper does not guarantee acceptance. Guidelines for paper submission follow:

- Papers should be no more than 35 pages in length (double spaced, 12-point font), including references, appendices, photographs, endnotes, figures and tables;
- Papers should follow the recommendations of the 5th edition of the American Psychological Association (APA) manual for style and formatting; and
- Papers should be in Microsoft Word.
- Note that “Hispanic/Latino” used throughout the guidelines does not mean that the two terms are synonymous or that the phrase must be used in your submission. For us, the phrase provides flexibility and demonstrates our trust in your ability to identify the population(s) of individuals in your work.

The deadline for submission has been extended to December 31, 2008. Send manuscript electronically to Richard Kitchen kitchen@unm.edu. Author information should not appear in the manuscript. Be sure to include the following information in an accompanying cover sheet: Names, professional affiliations, and positions of all authors, contact information of first author (including email address, mailing address, and work phone number).