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include radical pedagogy, progressive classroom practices, ethnomathematics, and South African mathematics education research within both its local and international contexts.

Educators and policy makers in the United States have relied on tests to measure

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equity--and they have responded to calls for tests to answer many kinds of questions about public education and literacy, international comparisons, accountability, and even property values. State assessment data have been cited as evidence for claims about many achievements of public education, and the tests have also been

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blamed for significant failings. States are now considering whether to adopt the "common core" academic standards, and are also competing for federal dollars from the Department of Education's Race to the Top initiative. Both of these activities are intended to help make educational standards clearer and more concise and to

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set higher standards for students. As standards come under new scrutiny, so, too, do the assessments that measure their results. This book summarizes two workshops convened to collect information and perspectives on assessment in order to help state officials and others as they review current assessment practices and consider

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examining teaching and learning in the early years, this fully updated and timely second edition provokes discussion and analysis among all readers. What influences operate (both historically and currently) to impact what happens in young children's classrooms? Whose perspectives are dominant and whose are ignored? What

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curricular decision-making and features attention to policy, standardization, play, and diversity, providing readers with historical context, current theories, and new perspectives for the field. Curriculum in Early Childhood Education is essential reading for those seeking to examine curriculum in early childhood and develop a

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stronger understanding of how theories and philosophies intersect with the issues that accompany the creation and implementation of learning experiences.

Adding It Up explores how students in pre-K through 8th grade learn mathematics and recommends how teaching, curricula, and

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teacher education should change to improve mathematics learning during these critical years. The committee identifies five interdependent components of mathematical proficiency and describes how students develop this proficiency. With examples and illustrations, the book presents a portrait of mathematics learning:

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Research findings on what children know about numbers by the time they arrive in pre-K and the implications for mathematics instruction. Details on the processes by which students acquire mathematical proficiency with whole numbers, rational numbers, and integers, as well as beginning algebra, geometry, measurement, and

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probability and statistics. The committee discusses what is known from research about teaching for mathematics proficiency, focusing on the interactions between teachers and students around educational materials and how teachers develop proficiency in teaching mathematics.

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