

Andersson, C. (2020). Formative assessment – from the view of special education teachers in mathematics. *Nordic Studies in Mathematics Education*, 25 (3-4), 73–93.

Abstract

The potential of using formative assessment is well demonstrated, but studies about the use of formative assessment from a special education perspective are lacking. This study adds to this gap by investigating the view of formative assessment in a group of 39 special education teachers in mathematics (SETMs) who had learned about formative assessment within the SETM-program 2–6 years earlier. Five respondent interviews were used to design a questionnaire answered by the rest of the group. The SETMs had perceived formative assessment beneficial and useful in all their common sub-responsibilities and reported experiences of benefits as well as challenges. The article discusses the importance of reaching an inclusive formative assessment practice in mathematics education.

Catarina Andersson

Catarina Andersson is a senior lecturer at the Department of Science and Mathematics Education at Umeå University and a member of Umeå Mathematics Education Research Center (UMERC). Catarina works in teacher education, and has previously worked as a primary teacher and a special education teacher. Her main research interests are mathematics education, formative assessment, special education and teacher training.