

HOW MUCH IS ENOUGH IN DESIGNING CLINICAL TASKS FOR MATHEMATICS ASSESSMENT?**ROBERT P. HUNTING**

The Institute of Mathematics Education

La Trobe University

BRIAN A. DOIG

Australian Council for Educational Research

SANDRA J. GIBSON

The Institute of Mathematics Education

La Trobe University

Abstract*

An ARC funded project of the Institute of Mathematics Education is to develop and validate a clinical instrument suitable for an initial assessment of a student. Priorities need to be set about what constitutes a "critical task", since there is simply not enough time to systematically sample every content cell from a traditional scope and sequence analysis of the curriculum. We provide background to the project, including phases in the validation process. Issues raised by consultant experts, practitioners, and the development team in making decisions about revision, inclusion and exclusion of tasks will be discussed.

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