



## REFERENCES

---

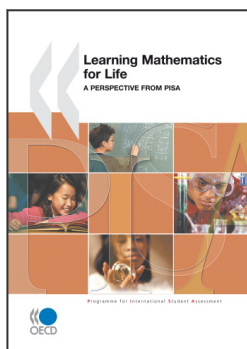
- American Mathematical Society (AMS)** (2009), *Mathematics on the Web: Mathematics by Classification*, retrieved 25 April 2009, from [www.ams.org/mathweb/mi-mathbyclass.html](http://www.ams.org/mathweb/mi-mathbyclass.html).
- Anderberg, M.R.** (1973), *Cluster Analysis for Applications*, Academic Press, Inc., New York, NY.
- Braswell, J.** and **J. Kupin** (1993), "Item formats for assessment in mathematics", in R.E. Bennet and W.C. Ward (eds.), *Construction versus Choice in Cognitive Measurement: Issues in Constructed Response, Performance Testing, and Portfolio Assessment*, Lawrence Erlbaum, Hillsdale, NJ., pp. 167-182.
- Burkhardt, H.** (1981), *The Real World and Mathematics*. Blackie, Glasgow, Scotland.
- Cohen, P.K.** (2001), "Democracy and the numerate citizen: Quantitative literacy in historical perspective", in L.A. Steen (ed.), *Mathematics and Democracy: The Case for Quantitative Literacy*, National Council on Education and the Disciplines, Princeton, NJ., pp. 7-20.
- de Lange, J.** (2007), "Large-scale assessment and mathematics education", in F.K. Lester (ed.), *Second Handbook of Research on Mathematics Teaching and Learning*, Information Age Publishing, Charlotte, N.C., pp. 1111-1142.
- DeMars, C.E.** (2000), "Test stakes and item format interactions", *Applied Measurement in Education*, Vol. 13, No. 1, pp. 55-77.
- Devlin, K.** (1997), *Mathematics: The Science of Patterns*, Scientific American Library, New York, NY.
- Dossey, J.A., I.V.S. Mullis and C.O. Jones** (1993), *Can Students Do Mathematical Problem Solving?: Results from Constructed-Response Questions in NAEP's 1992 Mathematics Assessment*, National Center for Education Statistics, Washington DC.
- Dossey, J.A., C.O. Jones and T.S. Martin** (2002), "Analyzing student responses in mathematics using two-digit rubrics", in D.F. Robitaille and A.E. Beaton (eds.), *Secondary Analysis of the TIMSS Data*, Kluwer Academic Publishers, Dordrecht, The Netherlands.
- Ellerton, N.F. and M.A. Clements** (1991), *Mathematics in Language: A Review of Language Factors in Mathematics Learning*, Deakin University Press, Geelong, Victoria.
- Fey, J.T.** (1990), "Quantity", in L.A. Steen (ed.), *On the Shoulders of Giants: New Approaches to Numeracy*, National Academy Press, Washington DC., pp. 61-94.
- Freudenthal, H.** (1973), *Mathematics as an Educational Task*, D. Reidel, Dordrecht, The Netherlands.
- Hart, K.M.** (1981), *Children's Understanding of Mathematics*, John Murray, London, UK.
- Hiebert, J.** (ed.) (1986), *Conceptual and Procedural Knowledge: The Case of Mathematics*, Erlbaum, Hillsdale, NJ.
- Jakwerth, P.M., F.B. Stancavage and E.D. Reed** (1999), *An Investigation of Why Students Do Not Respond to Questions*, NAEP Validity Studies, Working Paper Series, American Institutes for Research, Palo Alto, CA.
- Karsenty, R., A. Arcavi and N. Hadas** (2007), "Exploring informal mathematical products of low achievers at the secondary school level", *The Journal of Mathematical Behavior*, Vol. 26, No. 2, pp. 156-177.
- Linn, R.L., E.L. Baker and S.B. Dunbar** (1991), "Complex, performance-based assessment: expectations and validation criteria", *Educational Researcher*, Vol. 20, No. 8, pp. 15-21.
- Lord, F.M.** (1975), "Formula scoring and number-right scoring", *Journal of Educational Measurement*, Vol. 12, No. 1, pp. 7-11.
- MacGregor, M. and K. Stacey** (1997), "Students' understanding of algebraic notation: 11-16", *Educational Studies in Mathematics*, Vol. 33, No. 1, pp. 1-19.



- Moore, D.S.** (1990), “Uncertainty”, in L.A. Steen (ed.), *On the Shoulders of Giants: New Approaches to Numeracy*, National Academy Press, Washington DC., pp. 95-137.
- Mullis, I.V.S., M.O. Martin, E.J. Gonzalez, and S.J. Chrostowski** (2004), *TIMSS 2003 International Mathematics Report: Findings From IEA’s Trends in International Mathematics Science Study at the Fourth and Eighth Grades*, Boston University International TIMSS Study Center, Chestnut Hill, MA.
- Nielsen, A.C., Jr.** (1986), “Statistics in Marketing”, in G. Easton, H.V. Roberts and G.C. Tiao (eds.), *Making Statistics More Effective in Schools of Business*, University of Chicago Graduate School of Business, Chicago, IL.
- Organisation for Economic Co-operation and Development (OECD)** (1999), *Measuring Student Knowledge and Skills: A New Framework for Assessment*, OECD, Paris.
- OECD** (2001), *Knowledge and Skills for Life: First Results from PISA 2000*, OECD, Paris.
- OECD** (2002), *PISA 2000 Technical Report*, OECD, Paris.
- OECD** (2003), *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills*, OECD, Paris.
- OECD** (2004a), *Learning for Tomorrow’s World: First Results from PISA 2003*, OECD, Paris.
- OECD** (2004b), *Problem Solving for Tomorrow’s World: First Measures of Cross-Curricular Competencies from PISA 2003*, OECD, Paris.
- OECD** (2005), *PISA 2003 Technical Report*, OECD, Paris.
- OECD** (2006), *Assessing Scientific Reading and Mathematical Literacy: A framework for PISA 2006*, OECD, Paris.
- OECD** (2009a), *PISA 2006 Technical Report*, OECD, Paris.
- OECD** (2009b), *Green at Fifteen? How 15-year-olds perform in environmental science and geoscience in PISA 2006*, OECD, Paris.
- OECD** (2009c), *Top of the Class – High Performers in Science in PISA 2006*, OECD, Paris.
- OECD** (2009d), *Equally prepared for life? How 15-year-old boys and girls perform in school*, OECD, Paris.
- O’Leary, M.** (2001), “Item format as a factor affecting the relative standing of countries in the Third International Mathematics and Science Study (TIMSS)”, paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA., pp. 10-14.
- Polya, G.** (1962), *Mathematical Discovery: On Understanding, Learning and Teaching Problem Solving*, Wiley, New York, NY.
- Routitsky, A. and S. Zammit** (2002), “Association between intended and attained algebra curriculum in TIMSS 1998/1999 for ten countries”, *Proceedings of the 2002 Annual Conference of the Australian Association for Research in Education*, retrieved 10 February 2010 from [www.aare.edu.au/indexpap.htm](http://www.aare.edu.au/indexpap.htm).
- Routitsky, A. and R. Turner** (2003), “Item format types and their influence on cross-national comparisons of student performance”, presentation given to the Annual Meeting of the American Educational Research Association (AERA) in Chicago, US, April.
- Rutherford, A.** (2001), *Introducing ANOVA and ANCOVA: A GLM Approach*, Sage Publications, Thousand Oaks, CA.
- Schoenfeld, A. H.** (1992). “Learning to think mathematically: Problem solving, metacognition, and sense making in mathematics”, in D.A. Grouws (Ed.). *Handbook of Research on Mathematics Teaching and Learning*, Macmillan, New York, NY, pp. 334-370.
- Senechal, M.** (1990), “Shape”, in L.A. Steen (ed.), *On the Shoulders of Giants: New Approaches to Numeracy*, National Academy Press, Washington DC., pp. 139-181.



- Stacey, K.** and **M. MacGregor**, (2000), “Learning the algebraic method of solving problems”, *Journal of Mathematical Behavior*, Vol. 18, No. 2, pp. 149-167.
- Steen, L.A.** (ed.) (1990), *On the Shoulders of Giants: New Approaches to Numeracy*, National Academy Press, Washington D.C.
- Stewart, K.** (1990), “Change”, in L.A. Steen (ed.), *On the Shoulders of Giants: New Approaches to Numeracy*, National Academy Press, Washington DC., pp. 183-217.
- Thissen, D.**, and **H. Wainer** (2001). *Test Scoring*, Lawrence Erlbaum Associates, Mahwah, NJ.
- Tout, D.** (2001), “What is numeracy? What is mathematics?”, in G.E. FitzSimons, J. O’Donoghue and D. Coben, (eds.), *Adult and Lifelong Education in Mathematics. A Research Forum. Papers from WGA 6 ICME 9*, Language Australia, Melbourne, pp. 233-243.
- Traub, R.E.** (1993), “On the equivalence of the traits assessed by multiple-choice and constructed-response tests”, in R.E. Bennet and W.C. Ward (eds.), *Construction versus Choice in Cognitive Measurement: Issues in Constructed Response, Performance Testing, and Portfolio Assessment*, Lawrence Erlbaum, Hillsdale, NJ, pp. 29-44.
- Vergnaud, G.** (1983), “Multiplicative structures”, in R. Lesh and M. Landau (eds.), *Acquisition of Mathematics Concepts and Processes*, Academic Press, New York, NY, pp. 127-174.
- Vergnaud, G.** (1988), “Multiplicative structures,” In J. Hiebert and M. Behr (eds.), *Number Concepts and Operations in the Middle Grades*, National Council of Teachers of Mathematics, Reston, VA, pp. 141-161.
- Wu, M.L., R.J. Adams and M.R. Wilson** (1998), *ACER ConQuest: Generalised Item Response Modelling Software*, Melbourne, ACER Press.
- Wu, M.L.** (2006), “A comparison of mathematics performance between east and west – What PISA and TIMSS can tell us”, in F.K.S. Leung, K.D. Graf and F.J. Lopez-Real (eds.), *Mathematics Education in Different Cultural Traditions: A Comparative Study of East Asia and the West*, ICMI Study 13, Springer Science and Business Media, New York, NY, pp. 239-259.
- Zabulionis, A.** (2001), “Similarity of mathematics and science achievement of various nations”, *Education Policy Analysis Archives*, Vol. 9, No. 33, Education Policy Studies Laboratory, Arizona State University, Arizona, retrieved 10 February 2010, [epaa.asu.edu/epaa/v9n33](http://epaa.asu.edu/epaa/v9n33).



**From:**  
**Learning Mathematics for Life**  
A Perspective from PISA

**Access the complete publication at:**  
<https://doi.org/10.1787/9789264075009-en>

**Please cite this chapter as:**

OECD (2010), "References", in *Learning Mathematics for Life: A Perspective from PISA*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/9789264075009-9-en>

This work is published under the responsibility of the Secretary-General of the OECD. The opinions expressed and arguments employed herein do not necessarily reflect the official views of OECD member countries.

This document and any map included herein are without prejudice to the status of or sovereignty over any territory, to the delimitation of international frontiers and boundaries and to the name of any territory, city or area.

You can copy, download or print OECD content for your own use, and you can include excerpts from OECD publications, databases and multimedia products in your own documents, presentations, blogs, websites and teaching materials, provided that suitable acknowledgment of OECD as source and copyright owner is given. All requests for public or commercial use and translation rights should be submitted to [rights@oecd.org](mailto:rights@oecd.org). Requests for permission to photocopy portions of this material for public or commercial use shall be addressed directly to the Copyright Clearance Center (CCC) at [info@copyright.com](mailto:info@copyright.com) or the Centre français d'exploitation du droit de copie (CFC) at [contact@cfcopies.com](mailto:contact@cfcopies.com).