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## Educational Assessment Is an Enduring Theme of *Numeracy*

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### Abstract

The Assessment Theme Collection in this issue brings the count of papers on QL assessment to 22 out of the 136 papers (16.2%) in the journal's first 15 issues. After the first ten issues (our first five years), the counts were 13 and 85 respectively (15.1%). A table in this editorial updates the list of our papers on the subject.

### Keywords

assessment, quantitative literacy

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### Cover Page Footnote

Len Vacher is a geology professor in the School of Geosciences at the University of South Florida and is co-editor of this journal.

This issue includes an Assessment Theme Collection containing five papers on QL-educational assessment. This collection comes to us largely thanks to Associate Editor Donna Sundre who solicited the articles and managed them through the rigorous process of peer-review and revision. Two more papers are in the final stages of completion, and we look forward to including them in the July issue of *Numeracy*.

Educational assessment has been an enduring theme in *Numeracy*. The editorial “Scope of *Numeracy* after Five Years” (v. 6, issue 1, Jan 2013) identified educational assessment as one of five subject areas that clearly emerged as themes in the first ten issues of the journal. Overall, there were 85 papers (editorials, articles, perspectives, book reviews, and columns) in those issues, and 13 (15.3%) of them were identified in the editorial as educational-assessment papers. The other popular subjects were QL and writing (12 papers), the QL construct (20), focused QL courses and curricula (12), and QL across the curriculum (12).

Since then we have published three more educational-assessment papers amongst the 37 papers of 2013 and 2014, and with this issue we are publishing six more (counting this editorial) amongst 14 papers. Thus with this 15<sup>th</sup> issue, *Numeracy* has published 136 papers, and 22 (16.2%) of them are on educational assessment. They are listed in the appendix.

At the end of 2014, the count of downloads for *Numeracy* papers was 87,681. Of these, 13,794 (15.7%) were for the 16 educational-assessment articles.

## Appendix

### Educational assessment

Vacher and Chavez	2009	Quantitative literacy on the Web of Science, 2 – Mining the health numeracy literature for assessment items	<a href="http://dx.doi.org/10.5038/1936-4660.2.1.5">http://dx.doi.org/10.5038/1936-4660.2.1.5</a>
Taylor	2009	Assessing quantitative reasoning (Editorial)	<a href="http://dx.doi.org/10.5038/1936-4660.2.2.1">http://dx.doi.org/10.5038/1936-4660.2.2.1</a>
Wallace et al.	2009	Quantitative literacy assessments: An introduction to testing tests	<a href="http://dx.doi.org/10.5038/1936-4660.2.2.3">http://dx.doi.org/10.5038/1936-4660.2.2.3</a>
Grawe et al.	2010	A rubric for assessing quantitative reasoning in written arguments	<a href="http://dx.doi.org/10.5038/1936-4660.3.1.3">http://dx.doi.org/10.5038/1936-4660.3.1.3</a>
Sundre and Thelk	2010	Advancing Assessment of Quantitative and Scientific Reasoning	<a href="http://dx.doi.org/10.5038/1936-4660.3.2.2">http://dx.doi.org/10.5038/1936-4660.3.2.2</a>
Steele and Kilic-Bahi	2010	Quantitative literacy: Does it work? Evaluation of student outcomes at Colby-Sawyer College	<a href="http://dx.doi.org/10.5038/1936-4660.3.2.3">http://dx.doi.org/10.5038/1936-4660.3.2.3</a>
Wetzel	2011	Spreadsheets Across the Curriculum, 2: Assessing our success with students at Eckerd College	<a href="http://dx.doi.org/10.5038/1936-4660.4.1.4">http://dx.doi.org/10.5038/1936-4660.4.1.4</a>

Kosko and Wilkins	2011	Communicating quantitative literacy: An examination of open-ended assessment items in TIMSS, NALS, IALS, and PISA	<a href="http://dx.doi.org/10.5038/1936-4660.4.2.3">http://dx.doi.org/10.5038/1936-4660.4.2.3</a>
Ward et al.	2011	Development of an assessment of quantitative literacy for Miami University	<a href="http://dx.doi.org/10.5038/1936-4660.4.2.4">http://dx.doi.org/10.5038/1936-4660.4.2.4</a>
Sikorskii et al.	2011	Quantitative literacy at Michigan State University, 1: Development and initial evaluation of the assessment	<a href="http://dx.doi.org/10.5038/1936-4660.4.2.5">http://dx.doi.org/10.5038/1936-4660.4.2.5</a>
Hassad	2011	Constructivist and behaviorist approaches: Development and initial evaluation of a teaching practice scale for introductory statistics at the college level	<a href="http://dx.doi.org/10.5038/1936-4660.4.2.7">http://dx.doi.org/10.5038/1936-4660.4.2.7</a>
Boersma et al.	2011	Quantitative Reasoning in the Contemporary World, 3: Assessing student learning	<a href="http://dx.doi.org/10.5038/1936-4660.4.2.8">http://dx.doi.org/10.5038/1936-4660.4.2.8</a>
Lehto and Vacher	2012	Spreadsheets Across the Curriculum, 4: Evidence of student learning and attitudes about spreadsheets in a physical geology course	<a href="http://dx.doi.org/10.5038/1936-4660.5.2.5">http://dx.doi.org/10.5038/1936-4660.5.2.5</a>
Boersma and Klyve	2013	Measuring habits of mind: Toward a prompt-less instrument for assessing quantitative literacy	<a href="http://dx.doi.org/10.5038/1936-4660.6.1.6">http://dx.doi.org/10.5038/1936-4660.6.1.6</a>
Grawe and Grawe	2014	Reflections on the introduction of quantitative assessment in persuasive writing classes	<a href="http://dx.doi.org/10.5038/1936-4660.7.1.5">http://dx.doi.org/10.5038/1936-4660.7.1.5</a>
Gaze et al.	2014	Towards developing a Quantitative Literacy/Reasoning Assessment instrument	<a href="http://dx.doi.org/10.5038/1936-4660.7.2.4">http://dx.doi.org/10.5038/1936-4660.7.2.4</a>
Vacher	2015	Educational assessment is an enduring theme of <i>Numeracy</i> (Editorial)	<a href="http://dx.doi.org/10.5038/1936-4660.8.1.1">http://dx.doi.org/10.5038/1936-4660.8.1.1</a>
Hathcoat et al.	2015	Assessing college students' quantitative and scientific reasoning: The James Madison University story	<a href="http://dx.doi.org/10.5038/1936-4660.8.1.2">http://dx.doi.org/10.5038/1936-4660.8.1.2</a>
Gittens	2015	Assessing numeracy in the upper elementary and middle school years	<a href="http://dx.doi.org/10.5038/1936-4660.8.1.3">http://dx.doi.org/10.5038/1936-4660.8.1.3</a>
Gillmor et al.	2015	Effects of reducing the cognitive load of mathematics test items on student performance	<a href="http://dx.doi.org/10.5038/1936-4660.8.1.4">http://dx.doi.org/10.5038/1936-4660.8.1.4</a>
Dumford and Rocconi	2015	Development of the quantitative reasoning items on the National Survey of Student Engagement	<a href="http://dx.doi.org/10.5038/1936-4660.8.1.5">http://dx.doi.org/10.5038/1936-4660.8.1.5</a>
Wright and Howard	2015	Assessment of improvement: Two models for assessing a large quantitative reasoning requirement	<a href="http://dx.doi.org/10.5038/1936-4660.8.1.6">http://dx.doi.org/10.5038/1936-4660.8.1.6</a>