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Because we believe those interested in large-scale assessment as well as classroom assessment have much to offer each other, the Co-chairs and committee members of the two Topic Study Groups (TSG) at ICME-13 focused on assessment in mathematics education, TSG 39: *Large-Scale Assessment and Testing in Mathematics Education*, and TSG 40: *Classroom Assessment for Mathematics Learning*, chose to work together to develop this volume, to consider research and discussions that might overlap as well as those that are specific to either classroom or large-scale assessment in mathematics education. By developing this survey of the field and considering the work being done in assessment throughout the world, we hope to provide a common foundation on which discussions can build and we offer potential questions for further research and discussion.

This volume draws on research to discuss these topics and highlights some of the differences in terms of challenges, issues, constraints, and affordances that accompany large-scale and classroom assessment in mathematics education as well as some of the commonalities. We recognize there are some strong differences between the traditions, practices, purposes, and issues involved in these two forms of assessment. But we also propose that there are overlapping areas that warrant discussion, such as assessment item and task design, and connections and implications for professional knowledge and practice. This volume provides the