Calls for research on curriculum in mathematics education have included the recommendation that studies include systematic data collection on the fidelity of curriculum implementation (Confrey & Stohl, 2004). At the same time, there is little consensus on what fidelity of curricular implementation is and how to operationalize the construct for data collection (Chval, et al., 2008; Huntley, 2009). This research symposium is to explore a method used to study curriculum implementation and the implications of measurement choices for explaining student achievement. In the Teachers’ Use of Standards-based Instructional Materials project, we sought to understand when teachers use and adapt the district-adopted instructional materials for their purposes, and the impact of this use and adaptation on the desired outcome, student learning of mathematics. Using HLM, the analysis explores the ways in which two different surveys allow for similar and differing explanations of teachers’ enacted curriculum and its relationship to student learning as measured by state tests.

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The Program in Mathematics Education sponsors this event.