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Since summer of 2004 an interdisciplinary team at Michigan State University with support from the NSF (REC 0337595) has been working to design and validate instruments to assess pre-service teachers' knowledge for teaching algebra in secondary schools. In this session we describe the theoretical frameworks guiding the research, the procedures being used to develop the instruments, sample items and some preliminary results from field tests with college students, our plans for the future, and issues faced by the research team. (Received September 28, 2005)