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Students tackle tough mathematical word problems through two literacy strategies: a group reading exercise that relies on what Sorden calls “the power of repeated reading,” and a problem-solving procedure developed by Exemplars, Inc, along with the problems, that requires students to produce an organized body of written artifacts.

Using Literacy Skills to Solve Math Word Problems | Edutopia

2010). The low financial literacy rates among US youth and an effective delinquency rate of over 30% on student loans for young borrowers in repayment (Brown et al., 2013), along with the wella -established correlation between financial literacy and financial well-being, which we discuss later in the paper, has

This book describes the design, development, delivery and impact of the mathematics assessment for the OECD Programme for International Student Assessment (PISA). First, the origins of PISA's concept of mathematical literacy are discussed, highlighting the underlying themes of mathematics as preparation for life after school and mathematical modelling of the real world, and clarifying PISA's position within this part of the mathematics education territory. The PISA mathematics framework is introduced as a significant milestone in the development and dissemination of these ideas. The underlying mathematical competencies on which mathematical literacy so strongly depends are described, along with a scheme to use them in item creation and analysis. The development and implementation of the PISA survey and the consequences for the outcomes are thoroughly discussed. Different kinds of items for both paper-based and computer-based PISA surveys are exemplified by many publicly released items along with details of scoring. The novel survey of the opportunity students have had to learn the mathematics promoted through PISA is explained. The book concludes by surveying international impact. It presents viewpoints of mathematics educators on how PISA and its constituent ideas and methods have influenced teaching and learning practices, curriculum arrangements, assessment practices, and the educational debate more generally in fourteen countries.

Perspectives on Language Assessment Literacy describes how the elements of language assessment literacy can help teachers gather information about when and how to assess learners, and about using the appropriate assessment tools to interpret results in a fair way. It provides highlights from past and current research, descriptions of assessment processes that enhance LAL, case studies from classrooms, and suggestions for professional dialogue and collaboration. This book will help to foster continuous learning, empower learners and teachers and make them more confident in their assessment tasks, and reassure decision makers that what is going on in assessment meets international benchmarks and standards. It addresses issues like concepts and challenges of assessment, the impacts of reflective feedback on assessment, the ontogenetic nature of assessment literacy, the reliability of classroom-based assessment, and interfaces between teaching and assessment. It fills this gap in the literature by addressing the current status and future challenges of language assessment literacy. This book will be of great interest for academics, researchers, and post-graduate students in the fields of language assessment literacy and English language teaching.

This book presents the conceptual framework underlying the fifth cycle of PISA, which covers reading, science and this year's focus: mathematical literacy, along with problem solving and financial literacy.

With the ninth edition of the four-yearly review of mathematics education research in Australasia, the Mathematics Education Research Group of Australasia (MERGA) discusses the Australasian research in mathematics education in the four years from 2012-2015. This review aims to critically promote quality research and focus on the building of research capacity in Australasia.

This book sheds light on school mathematics curricula in Asian countries, including their design and the recent reforms that have been initiated. By discussing and analyzing various problematic aspects of curriculum development and implementation in a number of East and South Asian countries and offering insights into these countries' unique approaches to supplementing school mathematics curricula, it contributes to shaping effective policies for implementation, assessment and monitoring of curricula. The book covers a wide range of issues: curriculum design, localization of curricula, directions of curricular reforms, mathematics textbooks, assessment within the curriculum and teachers' professional development, which are of interest to a wide international audience.

Although health literacy is commonly defined as an individual trait, it does not depend on the skills of individuals alone. Health literacy is the product of the interaction between individuals' capacities and the health literacy-related demands and complexities of the health care system. Specifically, the ability to understand, evaluate, and use numbers is important to making informed health care choices. Health Literacy and Numeracy is the summary of a workshop convened by The Institute of Medicine Roundtable on Health Literacy in July 2013 to discuss topics related to numeracy, including the effects of ill health on cognitive capacity, issues with communication of health information to the public, and communicating numeric information for decision making. This report includes a paper commissioned by the Roundtable, "Numeracy and the Affordable Care Act: Opportunities and Challenges," that discusses research findings about people's numeracy skill levels; the kinds of numeracy skills that are needed to select a health plan, choose treatments, and understand medication instructions; and how providers should communicate with those with low numeracy skills. The paper was featured in the workshop and served as the basis of discussion.

This Handbook presents in-depth research conducted on a myriad of issues within the field of financial literacy. Split into six sections, it starts by presenting prevalent conceptions of financial literacy before covering financial literacy in the policy context, the state and development of financial literacy within different countries, issues of assessment and evaluation of financial literacy, approaches to teaching financial literacy, and teacher training and teacher education in financial literacy. In doing so, it provides precise definitions of the construct of financial literacy and elaborates on the state and recent developments of financial literacy around the world, to show ways of measuring and fostering financial literacy and to give hints towards necessary and successful teacher trainings. The book also embraces the diversity in the field by revealing contrasting and conflicting views that cannot be bridged, while at the same time making a contribution by re-joining existing materials in one volume which can be used in academic discourse, in research-workshops, in university lectures and in the definition of program initiatives within the wider field of financial literacy. It allows for a landscape of financial literacy to be depicted which would foster the implementation of learning opportunities for human beings for sake of well-being within financial living-conditions. The Handbook is useful to academics and students of the sector, professionals in the sector of investment and banking, and for every person responsible for managing his or her financial affairs in everyday life.

This book takes stock of the state of affairs of the teaching and learning of mathematical modelling with regard to research, development and practice. It provides a conceptual framework for mathematical modelling in mathematics education at all education levels, as well as the background and resources for teachers to acquire the knowledge and competencies that will allow them to successfully include modelling in their teaching, with an emphasis on the secondary school level. Mathematics teachers, mathematics education researchers and developers will benefit from this book. Expertly written and researched, this book includes a comprehensive overview of research results in the field, an exposition of the educational goals associated with modelling, the essential components of modelling competency and an extensive discussion of didacticopedagogical challenges in modelling. Moreover, it offers a wide variety of illuminating cases and best-practice examples in addition to insights into the focal points for future research and practice. The Learning and Teaching of Mathematical Modelling is an invaluable resource for teachers, researchers, textbook authors, secondary school mathematics teachers, undergraduate and graduate students of mathematics as well as student teachers.

With chapter sequencing following the new Curriculum, this book supports trainee Primary school teachers to make use of the opportunities presented in the new National Curriculum for effective and engaging Mathematics teaching. Covering all of the areas of the new Curriculum for primary mathematics and offering insight into effective teaching, this book helps students connect what they need to teach with how it can be taught. Exploring opportunities in the new curriculum for creative and imaginative teaching, it shows readers how to capitalize on opportunities to develop children's reasoning and problem solving skills. It explores how to make links between mathematics and children's lived experiences to enhance their learning and enables trainees to develop an ability to plan with discernment, making the most of existing thinking and research as well as building confidence in adapting and customizing ideas. Includes the full National Curriculum Programme of Study for Maths, key stages 1 and 2 as a useful reference for trainee teachers. Other books in this series include: Primary Science for Trainee Teachers and Primary English for Trainee Teachers

This book is a selection of 15 papers developed by participants in ICME 13 held in Hamburg , presenting insights from the latest research on the andragogy of adult and lifelong learning of mathematics. It also investigates open questions, such as numeracy and mathematics skills, social and psychological influences on learning environments, as well as economic and political demands. The chapters offer examples, while at the same time highlighting important directions for further research. The book is divided into four parts: The first section provides an overview on the concept of “numeracy”, and the second focuses on adult students who are learning mathematics; the third part presents a teachers' focus and the final part covers overarching themes. The book is of interest to classroom teachers, university teacher educators, and professional development providers.

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