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**Reys, Robert; Reys, Barbara; McIntosh, Alistair; Emanuelsson, Goran; Johansson, Bengt; Yang, Der Ching**

**Assessing Number Sense of Students in Australia, Sweden, Taiwan, and the United States.**

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Reports selected findings from a study of number-sense proficiency in students aged 8 to 14 years in Australia, Sweden, the United States, and Taiwan. Comments on the meaning and importance of number sense, the development of the assessment instruments, and student responses to the items. Discusses some implications for classrooms. Contains 39 references. (ERIC)

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