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Middle-grades mathematics standards: Issues and Implications.

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From the text: The Center for the Study of Mathematics Curriculum (CSMC) analyzed standards for more than forty states in the topics of number and operations (including uses of technology), algebra, mathematical reasoning, geometry and measurement, and probability and statistics. The primary question asked by the CSMC was this: In grades K-8, what do states expect students to know and be able to do and at what grade level? In this article, we highlight some issues related to the content of standards in the middle grades (5-8) that emerged from the CSMC's analysis. First, the grade level where specific topics are introduced varies among states, and grade-level gaps as well as content gaps exist for many topics. Second, many of the grade level expectations state that students should be able to perform procedures, whereas other GLEs state that students need to develop deeper understanding. Third, the clarity of a GLE is affected by its structure and content. To illustrate these points, we use examples from current state standards documents.

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