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Beginning students may be less capable of proportional reasoning than they appear to be.

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Summary: We analyse students' answers to a set of tasks designed to gain information about their ability to reason proportionally. These tasks have been particularly designed to control for false positive, i.e. that students arrive at the correct answer for the wrong reasons, an effect we actually observe with respect to students' ability to reason proportionally in a mathematics bridging course. We describe the rationale behind the test design and discuss implications for bridging courses and test designs in general.

Classification: F85 D65 D35

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