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**Teacher rationales for scoring students' problem solving work.**

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This article presents the scores teachers assigned to samples of actual students' problem-solving work and the rationales teachers provided for these scores. These rationales may reflect teachers' values relative to aspects of mathematical problem solving. It may be that when teachers can express rationales for scoring students' work, they are able to justify their evaluation of what students can 'know and do' in mathematics. (orig.)

*Classification:* F93

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