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reviews research on the characteristics and identification of students displaying mathematical gifts and talents as well as discussing research on the level of mathematical competency of the gifted and talented students in the u s an overview of the curriculum and evaluation professional and assessment standards for school mathematics is included along with recommendations for curriculum teaching and assessment of students showing mathematical talent specific recommendations for programs teaching strategies resources and alternative means of evaluation are suggested

summarizes six international studies of math and science over the past 25 years describing each study and its primary results also draws together critical and heretofore inaccessible documentation that are required to evaluate the quality of the surveys including studies of japanese students over 75 charts and tables

a recently completed landmark study of mathematics and science education in more than 40 countries gathered information that can help address questions as to why students in one country do better in math and science than students in another this report focuses on the results of the primary school science test of students in 26 countries from the third international mathematics and science study timms details of how the study was conducted the nature of the science test country characteristics differences in student achievement student achievement by science content area and an analysis of example problems are included ideas of intended and implemented curricula are discussed and a number of questions related to these ideas that timms may answer are listed ddr

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the third international mathematics and science study times is the largest and most ambitious international comparative study designed to provide policy makers educators researchers and practitioners with information about educational achievement and learning contexts data were collected from 45 countries in more than 30 different languages five grade levels were tested in the two subject areas totaling more than half a million students tested around the world the six content dimensions covered in the times mathematics tests given to the primary school students include whole numbers fractions and proportionality measurement estimation and number sense data representation analysis and probability geometry and patterns relations and functions the results in this report describe students mathematics achievement at both the third and fourth grade levels about one guarter of the questions were in the free response format requiring students to generate and write their answers chapters include 1 international student achievement in mathematics 2 average achievement in the mathematics content areas 3 performance on items within each mathematics content area 4 students backgrounds and attitudes towards mathematics 5 teachers and instruction appendices contain an overview of timss procedures the test curriculum matching analysis and percentiles and standard deviations of mathematics achievement jrh

amid current efforts to improve mathematics and science education in the united states people often ask how these subjects are organized and taught in other countries they hear repeatedly that other countries produce higher student achievement teachers and parents wonder about the answers to questions like these why do the children in asian cultures seem to be so good at science and mathematics how are biology and physics taught in the french curriculum what are textbooks like elsewhere and how much latitude do teachers have in the way they follow the texts do all students receive the same education or are they grouped by ability or perceived educational promise if students are grouped how early is this done what are tests like and what are the consequences for students are other countries engaged in standards like reforms does anything like standards play a role in other countries questions such as these reflect more than a casual interest in other countries educational practices they grow out of an interest in identifying ways to improve mathematics and science education in the united states the focus of this short report is on what the third international mathematics and science study times a major international investigation of curriculum instruction and learning in mathematics and science will be able to contribute to understandings of mathematics and science education around the world as well as to current efforts to improve student learning particularly in the united states

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standards for education achievement are under scrutiny throughout the industrial world in this technological age student performance in mathematics is seen as being particularly important for more than four decades international assessments conducted by the international association for evaluation of educational achievement iea have measured how well students are learning mathematics in different countries the latest round of mathematics testing of the trends in mathematics and science study timss takes place in 2007 beyond the horse race the rankings that compare nations what have we learned from the wealth of data collected in these assessments how do us math curriculums compare to those used overseas is the effect of technology in the classroom uniform across nations how do popular math reforms fare abroad those are some of the critical issues tackled in this important book the authors use the database to address several pressing questions about school policy and educational research for example ina mullis and michael martin review the major lessons learned over the history of times testing william schmidt and richard t houang examine whether curricular breadth affects student achievement jeremy kilpatrick vilma mesa and finbarr sloane evaluate american performance in algebra relative to other nations and pinpoint strengths and weaknesses in american students learning of algebra

the third international mathematics and science study is the largest and most ambitious study ever undertaken by the international association for the evaluation of educational achievement forty five countries collected data in more than 30 languages five grade levels were tested in the two subject areas this report describes the science achievement of seventh and eighth graders emphasizing the results from the eighth grade assessment results are presented for the 41 countries that completed all the steps necessary to appear in this report singapore was the top performing country at both grade levels with colombia kuwait and south africa performing at the lowest levels perhaps the most striking finding was the large difference in average achievement between the top performing and bottom performing countries results provided a chain of overlapping countries with most countries having an average achievement similar to that of a cluster of others but

with large differences between the top and bottom of the chain in most countries and internationally boys outperformed girls at both grade levels the majority of eighth graders in nearly every country indicated that they liked science but not all students had positive feelings about the subject home factors were strongly related to achievement in every participating country but relationships between science achievement and instructional practices were less clear within and across countries six appendixes present information on study methodology and selected achievement results for some countries contains 61 tables 23 appendix tables 19 figures and 1 appendix figure sld

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