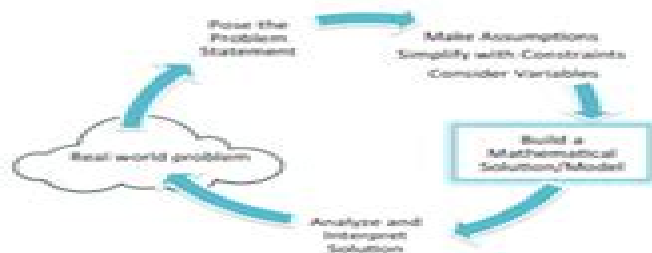


MATHEMATICAL MODELING

Questions and Sentence Stems to Support Students' Equitable Participation

Mathematical Modeling Process



Problem Posing

- What do you notice?
- What do you wonder?
- What questions do I have?
- How can math help me solve a problem?
- I notice...
- I wonder...
- I can use math to ...

Making Assumptions & Defining Variables

- What information/data do I need?
- What quantities are important?
- What assumptions do I need to make?
- If I knew _____ then I can figure out _____.
- I need to assume that...

Building a Model

- What math can I use?
- How can I describe/predict the situation using math?
- How can I use math to make decisions?
- I can describe...
- I can predict...
- I solved the problem using...strategy

Analyze & Interpret

- Does the solution make sense?
- Is there another solution to consider?
- How does this solution apply to different problems?
- My solution is similar/different than...
- My solution makes sense/ is reasonable because...
- I can use this solution to other problems like...

Revise, Refine and Report

- What might I consider in my next model to revise or refine my solution?
- How can I share my solution?
- What might change if I considered other information?
- Next time, I will consider...
- I can use this solution to ...
- I can make my solution more precise by...

Answers For Thinking With Mathematical Models

**Howard Franklin Fehr, Jo McKeeby
Phillips**



Answers For Thinking With Mathematical Models:

Assessment of Authentic Performance in School Mathematics Richard A. Lesh, Susan J. Lamon, 2013-04-03 This book is the result of a conference sponsored by the Educational Testing Service and the University of Wisconsin's National Center for Research in Mathematical Sciences Education. The purpose of the conference was to facilitate the work of a group of scholars whose interests included the assessment of higher order understandings and processes in foundation level pre high school mathematics. Discussions focused on such issues as the purposes of assessment guidelines for producing and scoring real life assessment activities and the meanings of such terms as deeper and higher order understanding, cognitive objectives and authentic mathematical activities. Assessment was viewed as a critical component of complex dynamic and continually adapting educational systems. During the time that the chapters in this book were being written, sweeping changes in mathematics education were being initiated in response to powerful recent advances in technology, cognitive psychology and mathematics as well as to numerous public demands for educational reform. These changes have already resulted in significant reappraisals of what it means to understand mathematics, of the nature of mathematics teaching and learning and of the real life situations in which mathematics is useful. The challenge was to pursue assessment related initiatives that are systematically valid in the sense that they work to complement and enhance other improvements in the educational system rather than act as an impediment to badly needed curriculum reforms. To address these issues, most chapters in this book focus on clarifying and articulating the goals of assessment and instruction and they stress the content of assessment above its mode of delivery. Computer or portfolio based assessments are interpreted as means to ends, not as ends in themselves. Assessment is conceived as an ongoing documentation process seamless with instruction whose quality hinges upon its ability to provide complete and appropriate information as needed to inform priorities in instructional decision making. This book tackles some of the most complicated issues related to assessment and it offers fresh perspectives from leaders in the field with the hope that the ultimate consumer in the instruction assessment enterprise, the individual student, will reclaim his or her potential for self directed mathematics learning.

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Research Ethics in Applied Economics Anna Josephson, Jeffrey D. Michler, 2023-09-29 Emphasizing the new challenges posed by the data science revolution, digital media and changing norms, Research Ethics in Applied Economics examines the ethical issues faced by

quantitative social scientists at each stage of the research process The first section of the book considers project development including issues of project management selection bias in asking research questions and political incentives in the development and funding of research ideas The second section addresses data collection and analysis discussing concerns about participant rights data falsification data management specification search p hacking and replicability The final section focuses on sharing results with academic audiences and beyond with an emphasis on self plagiarism social media and the importance of achieving policy impact The discussion and related recommendations highlight emergent issues in research ethics Featuring perspectives from experienced researchers on how they address ethical issues this book provides practical guidance to both students and experienced practitioners seeking to navigate ethical issues in their applied economics research

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using video clips and student examples on the CD to design rich professional development experiences sample dialogue to help you anticipate what your participants might say tips for facilitating discussions among teachers and descriptions of the mathematical ideas being explored In Working with the Ratio Table your workshop participants will observe sixth graders as they construct some of the big ideas related to fractions making connections between ratios and equivalence and uncovering landmark division strategies like comparison through common denominators By studying the use of carefully crafted problems designed both to generate a range of solution strategies and to highlight the power of ratio tables and other models for division teachers will discover what a valuable tool real life contexts are for building a solid foundation in mathematics

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Teaching Modern Mathematics in the Elementary School Howard Franklin Fehr, Jo McKeeby Phillips, 1967 Comptable Agrée Canadien, 1963 Includes annual conferences other special issues State Curriculum Frameworks in Mathematics and Science Rolf K. Blank, Ellen M. Pechman, 1995 A majority of states are now involved in developing revising and implementing state frameworks in mathematics science and other core subjects The Council of Chief State School Officers completed a one year study of 60 current state curriculum frameworks in mathematics and science The purposes of this study were to define and describe state mathematics and science curriculum frameworks evaluate the role of frameworks in systemic reform and assist states with development of new frameworks Chapters in this report reflect key aspects of the design of the study including 1 a survey of states to identify frameworks and collect information about state context 2 a content analysis of key elements of the frameworks using definitions and categories developed in the study and 3 a qualitative review of specific aspects of recent frameworks by teams of experts The value of frameworks is as follows one half of frameworks link content to teacher professional development frameworks can provide a rationale for use of technology and tools in classrooms frameworks can help explain an approach to systemic reform and frameworks can assist schools in evaluating curriculum organization and resources Appendices include Elements for Analyzing State Curriculum Frameworks Definitions of Categories and Concepts for Conceptual Mapping of State Frameworks Questions for a Qualitative Analysis of State Frameworks in Mathematics and Science and Sample Vignettes Contains 34 references MKR **Principles of Microecon**

Tb N. Gregory Mankiw, 2003-02

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