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Improving Mathematics Vocabulary Instruction

Jenifer Day
Worcester Polytechnic Institute

Michael Giancola
Worcester Polytechnic Institute

Haley Poskus
Worcester Polytechnic Institute

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Improving Mathematics Vocabulary Instruction

Jennifer Day (Undecided), Michael Giancola (CS), Hayley Poskus (IMGD)

Advisors: Professor Beck (CS), Professor Traver (US)

GPS: Ignorance is Not Bliss

Problem
- Third grade students struggle with mathematics vocabulary
- Words with multiple meanings cause confusion

Background
- 33% of third grade students scored below proficient on the math MCAS
- Deficiency is partially caused by confusion about vocabulary used in test
- The focus of our project is on words with multiple meanings (Common Use vs. Math)

Assessment Plan
- 10 Question Vocabulary Matching Worksheet
- Each student is given one word to draw/explain (Math OR English definition)
- Students find the person with the same word
- Partners create a poster to present
- Poster includes:
  - a drawing/example
  - mathematical definition (in own words)
- Same words/definitions as Pre-Test (different order)
- Directly after presentations
- Same words/definitions as previous two tests (different order)
- 5 Days Later

Conclusion
- Students were engaged and performed well
- The gap between the pre-test and post-tests is large, indicating a sharp increase in knowledge
- The gap between the immediate and delayed post-test results is very small, indicating substantial retention
- The data infers the pilot program was a success

Statistical Analysis:

<table>
<thead>
<tr>
<th></th>
<th>Average Score</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>3.7 ± 1.0</td>
<td></td>
</tr>
<tr>
<td>Immediate Post-Test</td>
<td>5.8 ± 1.2</td>
<td>P &lt; 0.00006 vs. Pre-Test</td>
</tr>
<tr>
<td>Delayed Post-Test</td>
<td>5.3 ± 1.3</td>
<td>P &lt; 0.01151 vs. Pre-Test</td>
</tr>
</tbody>
</table>

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