Transcript – Side-by-Side TEKS Comparison Activity

Next we'll use the Side-by-Side TEKS Comparison documents to compare and contrast the revised mathematical process standards with the current process standards.

Pause the video while you record your findings in the Similarities and Differences Chart in your journal.

Transcript – Activity Debrief

What similarities did you find among the standards? How do the standards differ?

Some of your answers may include the following:
- Overall, the intent has shifted towards students using mathematical processes to acquire and demonstrate their personal mathematical understanding.
- The opportunities for application have been consolidated into three areas: everyday life, society, and the workplace – increasing rigor through connections outside of the discipline.
- Both set the expectation that a student is to select, use, and develop a problem-solving model; however, the new standards do not give specific strategies.
- Students are still expected to use tools such as real objects, manipulatives, paper/pencils, technology, and mental math; however, the statement "as appropriate" implies that students are assessing which tool to apply rather than trying only one or all.
- As students use and create representations, it is implied that they will evaluate the effectiveness of their representations to ensure that they are communicating mathematical ideas clearly.
- Precise mathematical language is expected. For example, students use "vertex" instead of "corner" when referring to the point at which two edges intersect on a polygon.

Transcript – Side-by-Side TEKS Comparison Activity (continued)

Now that we've considered the similarities and differences among the standards, how do the revised process standards compare to the current process standards?

Please record your response on the Exploring the Mathematical Process Standards (continued) journal page.