

Table 1a. Standard errors for Table 1: Percentage of public school mathematics students taught in eighth grade, by teachers' level of awareness of mathematics standards, curriculum guidelines, and assessment specifications: 1995 and 1999

Standards, guidelines, and specifications	1995	1999
National Council of Teachers of Mathematics Standards		
Not familiar	2.98	2.95
Fairly familiar	4.34	3.43
Very familiar	3.75	3.59
State Education Department Curriculum Guides		
Not familiar	4.30	3.12
Fairly familiar	4.32	3.97
Very familiar	3.80	4.56
State Education Department Assessment Specifications		
Not familiar	3.72	4.33
Fairly familiar	2.38	3.95
Very familiar	3.32	3.19
School District Curriculum Guide		
Not familiar	1.84	1.22
Fairly familiar	4.73	2.96
Very familiar	4.97	3.40
School Curriculum Guides		
Not familiar	1.85	1.81
Fairly familiar	3.46	3.39
Very familiar	4.53	4.07

NOTE: Teachers who reported "No such document" are not included. There may be overlap among those reporting "no such document" and those reporting "not familiar." In some cases, teachers unfamiliar with standards documents may have incorrectly reported "no such document;" in other cases, teachers may have reported "not familiar" when, in fact, a document existed. The data did not allow checking of these responses for accuracy.

SOURCE: Third International Mathematics and Science Study, 1995, and Trends in International Mathematics and Science Study in Repeat, 1999.

Table 2a. Standard errors for Table 2: Percentage of public school mathematics students taught in eighth grade by teachers who reported using various instructional practices in most or every lesson, by teachers' level of awareness of mathematics standards, curriculum guidelines, and assessment specifications: 1995 and 1999

Standards, guidelines, and specifications	Explain reasoning behind an idea		Represent and analyze relationships using tables, charts, or graphs		Work on problems for which there is no immediately obvious method of solution		Write equations to represent relationships		Practice computational skills	
	1995	1999	1995	1999	1995	1999	1995	1999	1995	1999
Total	4.04	3.28	2.63	2.77	2.39	2.92	3.81	3.12	3.58	4.10
National Council of Teachers of Mathematics Standards										
Not familiar	10.98	6.79	3.10	6.42	2.87	3.11	7.61	8.09	10.98	6.79
Fairly familiar	4.69	4.67	3.99	3.83	3.87	4.54	4.69	5.60	4.69	4.67
Very familiar	4.83	4.33	4.43	4.60	4.26	4.83	5.98	3.83	4.83	4.33
State Education Department Curriculum Guides										
Not familiar	7.29	7.53	2.64	4.63	3.46	6.92	5.55	6.41	7.29	7.53
Fairly familiar	4.96	5.07	5.19	4.60	5.35	4.00	6.63	4.83	4.96	5.07
Very familiar	5.87	4.58	4.40	5.06	3.04	4.73	7.05	4.62	5.87	4.58
State Education Department Assessment Specifications										
Not familiar	5.56	5.36	4.11	4.93	4.07	3.96	4.52	3.64	5.56	5.36
Fairly familiar	4.68	4.78	3.91	4.46	2.85	6.05	8.15	6.35	4.68	4.78
Very familiar	9.54	5.94	7.30	5.95	4.21	6.45	9.51	6.22	9.54	5.94
School District Curriculum Guide										
Not familiar	10.68	14.29	4.83	0.53	6.64	11.20	9.40	16.50	10.68	14.29
Fairly familiar	4.32	5.23	4.76	4.39	5.11	4.87	6.32	5.36	4.32	5.23
Very familiar	4.29	3.45	4.01	3.87	3.21	3.69	5.12	4.42	4.29	3.45
School Curriculum Guides										
Not familiar	13.62	12.68	5.32	3.52	12.19	6.46	14.10	14.97	13.62	12.68
Fairly familiar	7.60	7.13	4.09	5.13	3.17	5.13	5.91	7.98	7.60	7.13
Very familiar	4.66	3.25	3.72	3.58	2.92	4.33	5.76	3.79	4.66	3.25

NOTE: Teachers who reported "No such document" are not included. There may be overlap among those reporting "no such document" and those reporting "not familiar." In some cases, teachers unfamiliar with standards documents may have incorrectly reported "no such document;" in other cases, teachers may have reported "not familiar" when, in fact, a document existed. The data did not allow checking of these responses for accuracy.

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