Participant Handout

Cultivating Students' Mathematical Identity Through Probability and Statistics

Mathematical Identity

What is a role or skill you identify with?

What is a role or skill you do not identify with?

For each of these roles or skills, reflect on the following:

- What are your beliefs about yourself as a learner or doer of that role or skill?
- What are your beliefs about how others perceive you as a learner or doer of that role or skill?
- What are your beliefs about the abilities one needs for that role or skill?

Mathematical identity is:

- our beliefs about math and the nature of math abilities.
- our beliefs about ourselves as math learners.
- our beliefs about how we are perceived by others as math learners.¹

¹ Regional Educational Laboratory Northwest, "Promoting."

Anchoring Phenomena

A good anchoring phenomenon

- builds upon everyday or family experiences;
- is observable to students and has relevant data, images, or text;
- has an audience or stakeholder that is interested in the findings; and
- doesn't have to be explosive or fantastic.²

What topics could make good anchoring phenomena for your students?

Statistical Questions

A **statistical question** is a question that can be answered by collecting data values that can vary.

Nonexample	Example
How much money does my teacher make?	What is the average salary for a teacher in my state?

Create engagement and sense-making with context and statistical questions.

No Context	Context and a Statistical Question		
Find the mean. 11, 12, 14, 14, 16, 17	Jada wonders, What is the typical number of minutes it takes my friends to get to school? She asks them, and they tell her the following numbers of minutes.		
	11, 12, 14, 14, 16, 17		
	Answer Jada's statistical question by calculating the mean.		
	Interpret the mean number of minutes in terms of equal shares.		

² Penuel, "Qualities."

Census at School

Consider the following data from a sample of 28 middle school students from Colorado.³

Number of Languages Spoken	Number of Occupants in Home	Favorite Season	Allergies
1	3	Winter	Yes
2	9	Summer	No
2	6	Summer	No
2	5	Winter	Yes
1	4	Spring	Yes
1	9	Fall	Yes
1	3	Summer	No
1	6	Fall	No
1	6	Winter	No
1	4	Winter	Yes
1	7	Fall	No
1	9	Fall	Yes
1	6	Winter	No
1	4	Winter	Yes
1	3	Fall	Yes
2	4	Summer	Yes
2	2	Fall	No
2	2	Summer	No
1	6	Winter	No
1	4	Fall	No
1	2	Fall	Yes
2	4	Fall	Yes
3	7	Spring	Yes
1	6	Winter	No
1	3	Fall	Yes
1	4	Fall	Yes
2	4	Winter	Yes
2	4	Spring	No

What statistical questions could you or your students ask about this data?

³ American Statistical Association, "Census."

Works Cited

American Statistical Association. "Census at School - United States." Accessed September 19, 2023. https://ww2.amstat.org/censusatschool/.

Penuel, William and Philip Bell. "Qualities of a Good Anchor Phenomenon for a Coherent Sequence of Science Lessons." March 2016. Retrieved from https://stemteachingtools.org/brief/28.

Regional Educational Laboratory Northwest. "Promoting a Positive Math Identity." Retrieved from https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/math-training-modules/module1-ppt.pdf, August 23, 2023.