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In this new book from popular consultant and bestselling author Dr. Nicki Newton, you'll discover how to use Math Running Records to assess students' basic fact fluency and increase student achievement.

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Like a GPS, Math Running Records pinpoint exactly where students are in their understanding of basic math facts and then outline the next steps toward comprehensive fluency. This practical book introduces a research-based framework to assess students' thinking

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and efficiency to help them attain computational fluency; Each chapter offers a variety of charts and tools that you can use in the classroom immediately, and the strategies can easily be adapted for students at all levels of math fluency across grades K-8.

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Videos of sample running records are also available for download at <https://guidedmath.wordpress.com/math-running-records-videos>.

Nations worldwide consider education an important tool for economic and social development, and the use of innovative

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Strategies to prepare students for the acquisition of knowledge and skills is currently considered the most effective strategy for nurturing engaged, informed learners. In the last decade especially, European countries have promoted a series of revisions to their

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and in the ways teachers are trained to put these into practice.

Updating curriculum contents, pedagogical facilities (for example, computers in schools), and teaching and learning strategies should be seen as a routine task, since social and pedagogical needs

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change over time.

Nevertheless,
educational
institutions and actors
(educational
departments, schools,
teachers, and even
students) normally
tend to be committed
to traditional
practices. As a result
of this resistance to
change within
educational systems,

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educational
innovation is a big
challenge. The
authors of the present
volume have been
involved with
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development since
2003. This work is an
opportunity to present
the results of more
than a decade of
research into

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inventive approaches to science education. Most chapters concern innovative strategies for the teaching and learning of new contents, as well as methods for learning to teach them at the pre-university school level. The research is focused on understanding the

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pedagogical issues around the process of innovation, and the findings are grounded in analyses of the limits and possibilities of teachers' and students' practices in schools.

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This book synthesizes
current literature and
research on scientific
inquiry and the nature

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instruction. Its presentation of the distinctions and overlaps of inquiry and nature of science as instructional outcomes are unique in contemporary literature.

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