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**Sybilla Beckmann\*** (sybilla@math.uga.edu), Department of Mathematics, Boyd Graduate Studies Building, University of Georgia, Athens, GA 30602, and **Andrew Izsak** (izsak@uga.edu), Dept. of Mathematics and Science Education, Aderhold Hall, University of Georgia, Athens, GA 30602. *How future teachers use two distinct definitions to reason about proportional relationships.* Preliminary report.

The Common Core State Standards for Mathematics ask students to construct viable arguments that use stated assumptions, definitions, and previously established results (Mathematical Practice Standard 3). We have identified two distinct definitions for what it means for two quantities to be in an  $A$  to  $B$  ratio, which parallel two quantitative definitions for division. In ongoing empirical work we are investigating how future teachers in two programs, a middle grades certification program and a secondary certification program, use the two definitions in constructing arguments. Our preliminary findings include that future teachers in both programs are able to use both definitions, that their use of the two definitions can reveal strengths or weaknesses in their understanding of division in terms of quantities, that they sometimes draw on the definitions to argue (correctly) that a relationship is not proportional, and that applying the definitions in situations that involve the distributive property is especially challenging. (Received September 17, 2013)