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Lindsay Hixon* (leh031@shsu.edu), SHSU Mathematics & Statistics Department, Box 2206, Huntsville, TX 77341, and **Megan Brown, Alisha Dunkle, Zach Silbernack** and **Nicole Yoder**. *Statistical Content in Elementary Textbooks*.

We investigated the nature and extent of the statistical content in five U.S. textbook series for students in grades 1-5. Using the *Guidelines for Assessment and Instruction in Statistics Education (GAISE) Report*, we coded statistics tasks by phase: Formulate a Question, Collect Data, Analyze Data, and Interpret Results. The Analyze Data phase was further divided into four categories: Read a Display, Perform a Mathematical Calculation, Construct a Display, and Use Other Statistical Reasoning. We also noted the location of the statistics tasks and the types of displays used. Finally, we noted which Common Core State Standards and Texas Essential Knowledge and Skills (TEKS) were addressed. The treatment of statistics varied by series. The two series that met all the TEKS had most of their statistics tasks at the end of the textbooks. The series that addressed the fewest standards was statistics-heavy. The books in our sample predominantly focused on Analyzing Data, which may inadvertently restrict opportunities for students to generate and interpret data. Our research was supervised by Dr. Dusty Jones (Sam Houston State U.) and funded by NSF grant DMS-1262897. (Received August 04, 2014)