

What does the term
“quantitative literacy” mean to
you and how is it used in your
country?

Quantitative Literacy

- The need of a quantitative mind.
- The capacity to understand the phenomena in numerical aspect without losing the qualitative aspect.
- The qualitative concept and the quantitative one.

Quantitative Literacy

- The ability to use numerical or non-numerical information to describe phenomena and analyze situations to solve problems.
- The ability to develop inference skills to make intelligent decisions based on information.
- The ability to recognize phenomena from numerical/quantitative data.

The Concept of Data Analysis

We believe that data analysis can be a unifying concept in teaching, not only statistics, but many topics/areas within mathematics and the sciences.

Situation in Guatemala

Population: 16.4 million

Around 4.5 million k-12 students distributed in about 24,000 schools all over the country.

With 49% of mayan descendents and the rest are ladinos.

Bordering with 4 countries: El Salvador, Honduras, Belize, and Mexico.

Situation in Guatemala

Curriculum (CNB)

Statistics concepts are first taught in 3rd grade (8 years old) – start with gathering simple data

In primary school (3rd – 7th (12 years old)): gather data, represent data in graphs and charts, report relative data (percentages)

In “básicos” (8th - 10th, 13-15 years old): calculate measures of central tendency, introduce the concept of probability

Situation in Guatemala

Curriculum (CNB)

In upper high school (diversificado): A formal statistics course is mandatory – descriptive statistics, probability, introduction to inferential statistics

Situation in Guatemala

In 2015 149,500 seniors took the standardized test given by MINEDUC in “lectura” and “matemáticas”.

Only 8.51% obtained “logro” in math.

The requirement for graduation is to take the test.

Example of report: Informe CAG

10th grade: CAG