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Resumen

The present study compares mathematical abilities of Spanish and Chilean boys and girls. Different measures (magnitude comparison, calculus and mathematical fluency tasks) were implemented in children from the second and third grade of primary education. Main results are found in mathematical fluency where Chilean boys exhibited a higher average in the third grade; moreover, Spanish girls in both grades hold a lower representation for the highest percentile in this task. Besides, in calculus a marginally significant difference for the third grade appears in the highest percentile in favor of Spanish boys. No numerical processing differences were found. Theoretical and practical implications are further discussed.