RESPONSE: MATH IN FOCUS® © 2015 K-2

I. Alignment to the CCSS Mathematical Content

1. Focus: Addresses all grade-level CCSS Mathematics standards by including a clear and explicit purpose for instruction and prioritizing critical concepts for each grade level.

Reviewer's Comments: *The materials sometimes adhere to the criteria for Focus of Mathematical Content by including a clear and explicit purpose for instruction and prioritizing critical concepts for each grade level. Evidence is seen in the Common Core State Standards Alignment pages in the Teacher Editions. Each lesson also begins with a "Lesson Objective" that helps teachers identify the content standards covered, but major and supporting work of the grades are not clearly identified. The curriculum connects and links to previous and upcoming grade via the Skills Trace and Recall of Prior Knowledge. The out of grade-level standards, activities and concepts leave a lack of opportunity to deepen understanding with major work. The materials that are provided for differentiation are often procedural, repetitive and not deep enough. The materials could be improved by limiting content to teach grade-level specific standards and objectives. Differentiated materials could be enhanced by including more meaningful content and discussion.*

MIF Response: addresses all grade-level Common Core State Standards (CCSS) Mathematics standards by including a clear and explicit purpose for instruction and prioritizing critical concepts for each grade level. The program focuses on the major clusters from CCSS for each grade level. (See Below)

- As stated by the reviewers, the objectives along with the standards can be found in several places in **Math in Focus®,** such as, Chapter Planning guide and Lesson objectives found on the first page in every lesson.
- In response to the differentiation materials, they are also focused on the standards and objectives from each grade level. The materials are used to reinforce standards that were taught in the chapter. The reteach materials are for the teacher to use with students who haven't mastered the standard taught in the lesson. The extra practice is for students to practice the standard in the lesson. The enrichment book is to be used with students who have mastered the standard and need instruction on that concept at a deeper level. All of the materials listed are meant for the teacher to use with the students in a discussion and instructional setting not just procedural practice.

Kindergarten: Critical Areas	Grade 1: Critical Areas	Grade 2: Critical Areas
• Numbers • Shapes	• Addition and Subtraction • Place Value • Measurement • Geometric Shapes	• Base-Ten Notation • Addition and Subtraction • Measurement • Shapes

Examples

- Kindergarten: TE *Table of Contents*
- Kindergarten: TE Chapter 1, Lesson 1
- Grade 1: TE Front Matter, *Table of Contents*
- Grade 1: TE 1A *Chapter Planning Guide* 1D-1G
- Grade 2: TE *Table of Contents*

2. Coherence: Materials are consistent with the learning progressions in the standards, based on previous understandings.

Reviewer's Comments: *The materials sometimes adhere to the requirement of Coherence by providing connections to prior knowledge and linking skills across grade-levels. This is evidenced by information contained in the Skills Trace and Recall Prior Knowledge sections in the Teacher's Guides. Materials link supporting work of Measurement and Data to Operations and Algebra where natural. Materials often extend content outside of grade-level major work in ways that distract and make linking progressions more difficult. An example is found in Grade 1 with the focus of Chapter 17.2 being on Addition with Regrouping.*

MIF Response: As stated by the reviewers, the program has places for coherence built each chapter and lessons.

- **Each chapter** in the Teacher Edition is preceded by a *Math Background* feature and a *Skills Trace* chart that gives information about the connections before and after the current content.
- With *Recall Prior Knowledge,* the teacher and students discuss the background knowledge and skills that have prepared them for the new content.
- The *Quick Check* assesses students' prerequisite knowledge before they progress to the chapter. Students also have the opportunity to practice and refresh skills in the context of current lessons.
- There is also a pre-assessment for every chapter for First and Second grade which will give an indication whether or not the students have the background knowledge or skills they need to progress in the lessons.

- During each lesson, teachers gauge student understanding and use the *Reteach* component to offer additional practice and support for mastery of entry-level skills and concepts. If students lack the prerequisite skills needed for the lesson, the *Teacher's Guide to Transition* identifies resources that reinforce the necessary skills.

In response to the distraction for concepts that go beyond critical concepts for that grade level, such as, First grade Ch. 17 lesson 2, those concepts are written into the program for a specific purpose and coherence. Chapter 13 deals with addition with regrouping to 40. It doesn't come up again until chapter 17, because the students then go on to learn place value to 120 in subsequent chapters, and they must understand that concept before moving on to the addition with regrouping to 120.

Examples

- Kindergarten: TE A Chapter 4, p. 83A
- Kindergarten TE A Chapter 6, p. 129 A
- Kindergarten TE B Chapter 17, p. 191A
- Grade 1: TE 1A Chapter 7, p. 168 A
- Grade 1: TE 1B Chapter 16, p. 178A
- Grade 2: TE 1A Chapter 3, pp. 60-62 (*Introduction/Recall Prior Knowledge*)
- Grade 2: TE 1A Chapter 3, pp. 63-64 (*Introduction/Quick Check*)

3. Application: Provides opportunities for students to independently apply mathematical concepts in real-world situations.

Reviewer's Comments: *The materials sometimes adhere to the criteria for Application in Mathematical Content by providing opportunities for students to independently apply mathematical concepts in real-world situations. There are language supports embedded in the Learn and/or Math Talk sections in Kindergarten (Chapter 3, Lesson 2) and in Grade 2 (Chapter 11, Lesson 1). There are a lack of opportunities to bring in student background knowledge, therefore culturally relevant applications are difficult to create. There are fewer opportunities for students to construct their own learning and work towards self-defining efficiency. For example in Grade 1, Chapter 17, the independent worksheets are mostly rote practice. The materials could be improved by allowing students to generate strategies and discuss them with peers using sentence stems.*

MIF Response: Math in Focus regularly provides students opportunities to apply their learning, particularly in real-world scenarios, developing their problem-solving skills and gaining grade-level appropriate experience with multi-step problems.

- *Hands-On Activities, Let's Explore!* and *Let's Practice* give opportunities to analyze problems, make conceptual connections, and explain thinking and reasoning.
- Chapter-level *Cross-Curricular Connections* expand students' conceptual thinking as they apply math to other disciplines, such as art, language arts, and science.
- Across the program, *Math Journal* exercises present opportunities for students to solve problems, explain their methods, and articulate reasoning.
- Each chapter concludes with a *Put On Your Thinking Cap!* exercises designed to leverage prior knowledge and take problem-solving and critical thinking to the next level.

In response to the reviewers comment about the sentence stems and discussion, they can be found throughout the lessons. There are specific sentence stems to be used with the students for discussion. See Grade 2 TE: 2A Chapter 5 Lesson 1 Suggestions for Language

Examples

- Kindergarten: TE A Chapter 3, p. 75 (Explore)
- Grade 1: TE 1A Chapter 3, Lesson 3, p. 63
- Grade 1: TE1B Chapter 8, Lesson 219-221
- Grade 2: TE 2A Chapter 1, Lesson 4, pp. 28-29 (*Game and Let's Explore*)
- Grade 2: TE 2B Chapter 3, Lesson 1, p. 69 (*Math Journal*)
- Grade 1: TE 1A Chapter 3 Lesson 3 Real-World Addition
- Grade 2: TE 2A Chapter 4 Lesson 4 Real-World Two-Step Problems

Conceptual Understanding: Develops understanding through conceptual problems and

Reviewer's Comments: *The materials occasionally adhere to the criteria of Conceptual Understanding by developing understanding through conceptual problems and questions. This is evidenced in the Teach section of the curriculum guide. Materials could be improved by having more opportunities for students to construct their own thinking, more student discussion, and connections to models. Some of the ELL suggestions would be beneficial to use with the whole group. The material could also be improved by providing consistent "high quality conceptual problems" that aren't scaffolded with the exact model or strategy to use by the teacher or instructed on the worksheet. The Enrichment Guide and the Put on Your Thinking Cap activities may be used but these are limited in the scope of the whole curriculum.*

MIF Response: Math in Focus develops understanding through conceptual problems and questions, multiple representations, and opportunities for students to write and speak mathematically. It follows the pedagogical framework, which emphasizes concept mastery, a concrete–pictorial–abstract approach, metacognitive reasoning, and the use of model drawing to solve and justify problems.

- The concrete–pictorial–abstract learning progression anchors learning in real-world, hands-on experiences and helps students effectively contextualize and decontextualize situations by developing a deep mastery of concepts.
- In the Teach piece, as referred to by the reviewer, students aren't taught a specific model. They are using concrete materials and discussing and constructing their own learning.
- The problems chosen are scaffolded and progress as instruction continues with the students.
- In response to the discussion, in the Kindergarten program, there are specific times in the lesson called Math Talk where the students are supposed to discuss different ways they solved the problems.

Math in Focus teaches students several consistent visual models they can use to make sense of mathematical relationships and solve problems. Model drawing, explicitly taught beginning in second grade, is a systematic method of representing word problems and number relationships. This method is used through the grade levels and into secondary mathematics.

Following the concrete-pictorial-abstract learning progression, students first build a strong understanding through hands-on experiences and multiple visual representations, and then move on to abstract representation and continued writing and speaking activities. From there, students then learn to manipulate the new concept and apply it in multiple contexts.

Examples

- Kindergarten: TE A Chapter 6, Lesson 2 pp. 138-142
- Grade 1: TE 1A Chapter 2, pp. 30 - 33
- Grade 1: TE 1A Chapter 13, Lesson 5, pp. 119-122
- Grade 2: TE 2A Chapter 4, pp. 96D-127D
- Grade 2: TE 2B Chapter 10, pp. 6-16

. **Procedural Skill and Fluency: Expects, supports, and provides guidelines for procedural skill and fluency with core calculations and mathematical procedures (when called for in the standards for the grade) to be performed quickly and accurately.**

Reviewer's Comments: *The materials sometimes adhere to the criteria of Procedural Fluency by expecting, supporting, and providing guidelines for procedural skill and fluency with core calculations and mathematical procedures. This is evidenced in the primary fluency workbook for basic facts and explicit teacher moves to guide, lead, and explain. Page 144 of the Grade 1 Teacher's Guide highlights an example of instructional supports for diverse learners for mental math subtraction activities. Materials often call for specific, teacher directed strategies and lack student decision making for use, so improvement could be made by allowing for more student choice around efficient or flexible matching of procedures or strategies on worksheets, 5-minute warm-ups and hands-on activities.*

MIF Response: There are specific places where strategies have been taught and the student can choose which strategy they would like to use to solve the problems in workbook pages or on assessments. Specifically: Kindergarten Ch. 4 and 6, First grade Ch. 3, 4, 8; Second grade Ch. 5, 6, and 10.

Math in Focus digital and print materials and resources provide multiple varied ways for students to build fluency and apply skills.

- **Math in Focus** *Digi+* delivers fun online tutorials, practice activities, and quizzes with instant feedback and rewards.
- *Let's Practice* section in the Student Edition consolidates learning and gives students a chance to own the new concept and develop fluency.
- *Student Workbook* activities have variety of application situations.
- *Fact Fluency* black line masters support fact acquisition and automaticity.
- *Games* offer opportunities for discussion and eradicating misconceptions about the concept.
- *Practice and Apply* sections in the *Student Workbook* give students additional practice and an opportunity to work individually to reinforce what they learned in the classroom.
- The *Singapore Math Bar Models* app for the iPad® gives 2nd graders opportunities to visualize math word problems, regardless of the complexity, in a fun and interactive way.

Examples

- Kindergarten: TE B Chapter 9, Lesson 3, pp. 72-83
- Grade 1: TE 1A Chapter 4, Lesson 1, pp. 79-83A
- Grade 1: TE 1B Chapter 14, pp. 143-150A
- Grade 2: TE 2A Chapter 3, Lesson 3, pp. 76-81B
- Grade 2: TE 2B Chapter 13 Lesson 5, pp.122-126A

II. Alignment to the CCSS Mathematical Practices

6. The Mathematical Practices are explicit and central to the lessons, handled in a grade-appropriate way, and well-connected to the content being addressed.

Reviewer's Comments: *The materials occasionally adhere to the criteria of Mathematical Practices by making them explicit and central to the lessons. This is evidenced in the Chapter Planning Guide. The materials could be improved by explicitly stating and extending Mathematical Practices in the Chapter Planning Guide descriptions, chapter introductions, and even within the lessons themselves. Improvements can also be made by unscaffolding lessons and activities.*

MIF Response: The Mathematical Practices are clearly stated in the Chapter Planning Guide at the beginning of each chapter. The Practices are listed with the corresponding lesson for each lesson in the chapter. The Practices are listed again in the Lesson Organizer box located at the beginning of each lesson. This is intended to serve as a reminder for the teacher which practices are being implemented in the upcoming lesson.

Examples

- Kindergarten: TE A Chapter 1 Chapter Planning Guide pp. 1D – 1G
- Grade 1: TE 1A Chapter 2 Lesson 1, p. 30
- Grade 2: TE 2A Chapter 1 Lesson 1, pp. 11

7. Overarching habits of mind of a productive mathematical thinker: Engages students in productive struggle through relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit mathematical thinking. Uses and encourages precise and accurate mathematics, academic language, terminology, and concrete or abstract representations.

Reviewer's Comments: *The materials sometimes adhere to the criteria for the Overarching Habits of Mind of Mathematical Practices by building their perseverance in grade-level appropriate ways. There are some connections to vocabulary. In Kindergarten, the language and questions are strong. The materials for First and Second grade could be improved by providing questions that explicitly lead students in a productive struggle through their solutions and remove questions in which the teacher is told to "show" or "guide" students into a narrow way of thinking.*

MIF Response: In the Singaporean approach asking high quality, open-ended questions is essential to every lesson. The teacher is encouraged to plan questions according to the needs of the students. The words "guide" and "show" allow the teacher the freedom to meet the needs of the students in the classroom. The lessons unfold in a manner that strategically builds and incorporates vocabulary words and visualization through concrete and abstract representations.

Within the lessons you will notice "thought bubbles". These are meant to encourage conversation to deepen understanding. You will also notice that each chapter contains Math Journals. These are used to elicit mathematical thinking, use vocabulary words, and problem solve. The Journals are a powerful tool to gage a students' ability to consolidate concepts built throughout the chapter.

Examples

- Kindergarten: TE A Chapter 4, p. 110 (Explore)
- Grade 1: TE 1A Chapter 5,p. 141 (Math Journal)
- Grade 2: TE 1A Chapter 6, p. 188A (Math Journal)
- Grade 2: TE 1A Chapter 2, pp. 42 – 45B
- Grade 2: TE 1B *Glossary,* pp. 326-339

8. Reasoning and explaining: Provides sufficient opportunities for students to reason mathematically and express reasoning through classroom discussion, written work, and independent thinking.

Reviewer's Comments: *The materials occasionally adhere to the criteria of Reasoning and Explaining in Mathematical Practices by providing sufficient opportunities for students to reason mathematically and express reasoning. This is evidenced by Hands-on Activity or Problem of the Lesson opportunities (Grade 2, Ch. 2 Lesson 4). Improvements to the materials could be made by including more independent student practice of moving between abstract and quantitative, particularly in First grade. The materials could also be improved by allowing more opportunities for comparing or critiquing, specifically the reasoning of others.*

MIF Response: The lesson structure is constructed to allow for the gradual release to independence for students. The lesson begins as whole group. The concepts are strategically built to move students toward working at an independent level. The Guided Learning is an opportunity for the teacher to ask higher order thinking questions that are open-ended and can elicit multiple answers. This is done within whole group and smaller group discussions. During this time students will be working and building the problems offered in the Guided Learning section. While this conversation and problem solving is happening, the teacher can listen to small group discourse and guide as needed. Once acceptable responses are made, the groups can come back together to share responses. This is how Guided Learning unfolds within the classroom. Another opportunity for students to discuss and compare is found in the "Let's Explore" activities. There are numerous "Let's Explore" throughout the chapters. The intention is to allow children to consolidate concepts through discussion and the implementation of the CPA pedagogy.

Examples

- Kindergarten: TE A Chapter 3, Lesson 2, pp. 74-76
- Kindergarten: TE B Chapter 15 Lesson 1 pp. 162 – 166
- Grade 1: TE A Chapter 2 Lesson 1 pp. 34-35 (Let's Explore)
- Grade 1: TE A Chapter 9 Lesson 1, pp. 229 – 230 (Let's Explore)
- Grade 2: TE 2B Chapter 17, Lesson 2, pp. 238-243B

9. Modeling and using tools: Encourages the strategic use of concrete or abstract representations (e.g., pictures, symbols, expressions, equations, graphics, models, technology-based tools) in the discipline.

Reviewer's Comments: *The materials occasionally adhere to the criteria for Modeling and Using Tools in the area of Mathematical Practices by encouraging the strategic use of concrete or abstract representations. Improvement to the materials could be made by allowing more opportunities for students to choose strategies, models, and tools, as it seems the curriculum models a preferred method or tool, and worksheets and activities encourage students to use them.*

MIF Response: Each lesson is built with the concrete-pictorial-abstract pedagogy as a central focus. The building of number sense is essential in the lower grades. Tools are provided and encouraged throughout every lesson. Once a tool is introduced to a student they are encouraged to use it not only when teacher directed, but also at anytime they are working through a problem. This is encouraged during small group discussions as well as whole group opportunities. Often when we see the words "show" or "guide" in the Teacher's Edition, CPA is the goal. To show a true understanding of number sense we want to guide the students to efficiency. The practice and guidance offered in the ancillary materials is meant to solidify that number sense foundation so they can be gradually released to a less structured format in the upper grades.

Examples

- Kindergarten: TE A Chapter 6, Lesson 5, pp. 156-157
- Grade 1: TE 1A Chapter 9, Lesson 2, p. 235
- Grade 1: TE 1A Chapter 9, Lesson 4, pp. 240-245A
- Grade 2: TE 2A Chapter 4, pp. 100-112A

10. Seeing structure and generalizing: Connect prior knowledge in order to retell and reflect on patterns and evaluate reasoning.

Reviewer's Comments: *The materials sometimes meet the criteria of Seeing Structure and Generalizing in Mathematical Practices by connecting prior knowledge in order to retell and evaluate reasoning. Materials are organized in themes that emphasize the standards. Improvements could be made to the materials by providing more opportunities for students to reason or struggle with structure, as the materials seem to have predetermined and made explicit the structure for students. Improvement could also be made by providing more opportunities for students to construct, explore, and express their thinking as they notice and understand regularity in mathematics, as the worksheets lead too much. Evidence of this is found in Grade 2, Chapter 5, Lesson 3, and in Grade 1, pg. 189.*

MIF Response: The lesson structure begins with what is called a "Learn". In this you will notice a picture that explains the big idea for the lesson. It is encouraged that the teacher begins the lesson by asking questions and allowing the students time to explore using the manipulatives. They create various representations based on their understanding. This is an opportunity to compare ideas and for the teacher to guide the students to an efficient understanding of the big idea. The textbooks are closed at this time to allow the teacher time to gage the students' prior knowledge with the big idea and allow the students to represent their own thinking without the influence of the textbook pictures.

Examples

- Kindergarten: TE B Chapter 8 Lesson 7, pp. 57 - 60
- Grade 1: TE 1A Chapter 7, Lesson 4, pp. 189-195A
- Grade 1: TE 1B Chapter 14, pp. 138 – 142A
- Grade 2: TE 2A Chapter 5, pp. 151
- Grade 2: TE 2A Chapter 6, pp. 166-171A

III. Instructional Supports

The differentiation for ELD, SPED, students below or above, and other special populations is evident.

17. **The materials use technology and media to deepen learning.**
18. **The material cultivates student interest and engagement in math.**

19. **The material provides extensions and extra support for students above and below grade-level.**

Reviewer's Comments: *The materials are approaching quality in the criteria of Instructional Supports by providing materials that are responsive to varied student learning needs. The technology and media materials provide multiple opportunities for students to deepen their learning. Evidence of this is outlined in the Technology Resources pages and by the icons provided in the daily lessons to guide which technology resources are provided for specific lessons and concepts. The English Language Development suggestions are embedded in the lesson and have good ideas for differentiation. Evidence of English Language Development differentiation is found throughout the daily lessons in the "Differentiated Instruction" box. The materials reflect a diverse group of learners in the representations yet the materials could be improved by providing opportunities for students to bring in their background knowledge, therefore allowing the teachers to implement culturally relevant strategies around their students' backgrounds. The materials could be improved by offering suggestions for differentiation, found in the "Best Practices" section, that do not require re- teaching the strategy using manipulatives. Improvement could be made by providing opportunities for students to have different avenues/models to access grade level content in the intervention and extension materials. The materials could also be improved by providing better examples of teacher dialogue and talk moves that could elicit more, and higher level, connections for students.*

MIF Response:

All learners, including diverse learners	English Language Learners
• Hands-on, multisensory experiences • *Online Student Edition eBook* • *Interactive Whiteboard Lessons* • *Virtual Manipulatives* and authentic *Manipulative Kits* • *Differentiation for Special Populations (On Level* and *Extra Support)* in *Differentiation Resources* • *Differentiated Instruction* pop-out boxes and *Differentiation Options* • *Common Error* boxes with models of correction • *Extra Practice* exercises and *Fact Fluency* black line masters • *School-to-Home Connections* (English and Spanish) • *Student Activity Cards* and *Teacher Activity Cards* (K) • *Singapore Math Bar Models App* for iPad® (2-5) • **Math in Focus** *Digi+*	• *Differentiation for Special Populations (ELL)* in *Differentiation Resources* • *Additional Support for English Language Learners* in *Differentiation Resources* Focus on vocabulary and language with supportive visuals, graphic organizers, and strategies for various levels • *Differentiated Instruction: English Language Learners* pop-out boxes • *School to Home Connections* letter in English, Spanish • Illustrated *Bilingual Glossary* • Program also available in Spanish • **Math in Focus** *Digi+*
Response to Intervention students	**Advanced learners**
• *Differentiation for Special Populations (RTI)* in *Differentiation Resources* • *Additional Support for Extra Support* in *Differentiation Resources* • Online activities for *Reteach* (interactive tutorials, activities, and quizzes) • *For Extra Support* strategies/activities • ***Math in Focus*** *Digi+*	• *Differentiation for Special Populations (Advanced)* in *Differentiation Resources* • *Additional Support for Advanced Learners* in *Differentiated Resources* • *For Advanced Learners* strategies/activities • *Enrichment* exercises • **Math in Focus** *Digi+*

The components of **Math in Focus** engage students, stimulate their interest, and sharpen their mathematical thinking. The program includes numerous opportunities for students to develop higher-order thinking skills and consider multiple real-world applications. *Hands-On Activities, Games,* and *Let's Explore!* engage students in collaborative exercises that have both rigor and fun in the forefront. The vibrant visuals, hands-on materials, student-friendly technology, and audio capabilities keep the learning upbeat and engaging. Performance-based projects require students to analyze tasks, apply concepts, connect their learning, design solutions, and present their work to classmates or others. Students make connections across disciplines, and may pull from multiple sources to investigate, synthesize, develop solutions, and present their work. Activities and problem sets require students to engage in critical thinking, analysis, and reasoning. *School-to-Home Connections* letters, in English and Spanish, seek to engage students' family members and extend their real-world math experiences.

IV. Assessment

20. The assessments demonstrate grade-level CCSS (content and Mathematical Practices) and are rigorous.

Reviewer's Comments: *The materials do not meet standards in the criteria of Assessment by providing materials that regularly assesses whether students are mastering standards. This is evidenced by a Teacher's Guide to Transition that consists of new program implementation suggestions for grades 2–5. There is also an on-line exam view test generator for additional assessment. The Assessment and the on-line Performance Task consist mainly of multiple choice and fill in the blank questions. These materials could be improved by having more open- ended assessments which would include rubrics and proficiency requirements. The program could also use a diagnostic for incoming kindergarteners and first graders.*

MIF Response: Math in Focus assessments serve to assess how well the students can consolidate concepts built within the chapters. The **Guide to Transition** is meant to assist teachers with scaffolding learning gaps, not as an assessment. The **Test Prep** design follows the pedagogy that is evidenced in the lesson structure and offers a variety of opportunities for students to show and explain their problem solving skills. The questions are rigorous and push toward the measurement of grade level mastery. In the planning section of each chapter you will notice a guide called "*Remediation Options*". This guide assists in the alignment of each Test Prep question to the lesson in which the concept is taught. Before the Test Prep is administrated Math in Focus offers a variety of other ways to assess student understanding and growth.

As each chapter opens, a day is devoted to assessing prior knowledge. The **Recall Prior Knowledge** is a review of skills from prior grades or chapters to be used as a conversation with the students about what they have retained. The students are given an opportunity to have conversations, create solutions, and problem solve within small and whole group settings. Observing this interaction is very informative to the teacher and is meant to guide the next steps.

The **Pre-Test** is administered to measure prerequisite skills. The data is directly linked to transition/re-teach resources found on ThinkCentral. These resources link directly to the prior learning opportunities in the previous grade level. Each item has a specific objective and that objective is linked to a resource that the teacher can print and use to build mini-lessons or give as extra practice for students who are struggling or need a reminder.

Within the chapter there are several more ways to measure student understanding and growth. At the end of every lesson is the "**Let's Practice**". This is completed independently to give the teacher an opportunity to observe how the student is consolidating the concepts lesson by lesson. This information guides the teacher in determining how reteach opportunities will be shaped.

Other formative assessments are evidenced by the **Hands-On Activities**, **Let's Explore**", and "**Games**". These allow the teacher to hear real-world conversations by the students and guide to efficiency as needed. **Math Journals** allow the teachers gather information in a written manner. At the end of every chapter there are several **Put On Your Thinking Cap** problems to be worked. These are more challenging and encourage small group work, creation of a product, and real-world mathematical conversations. These formative assessment opportunities inform the teacher about the development of student understanding and show how they are growing in their knowledge. All of this is completed before the Test Prep along with the ancillary worksheets.

The online ExamView can be toggled to offer a variety of question formats. Within Digi+ you will find high quality test questions and options.

The **Year-End Assessments** that can be used as entrance exams from the year before. Each Assessment Guide has not only Pre-Test and Test Prep for each chapter, but also Benchmark and Year-End assessments to be delivered strategically throughout the year. All are accessible on ThinkCentral.

Examples

- Kindergarten: *Assessment Guide*
- Grade 1: TE 1A Chapter 9, pp. 224A-224I
- Grade 2: TE A p. 1C (Remediation Options)