

Frequently Asked Questions (FAQs)

1. What differentiates *Progress Mathematics* from all other Math supplements?

What differentiates *Progress Mathematics* from other programs is its instructional pedagogy. Each lesson breaks down each grade-specific learning objective into a series of distinct meaningful instructional presentations (chunks of content), which builds knowledge and conceptual understanding of the complete objective. The unique breakdown of learning objectives provides instruction, practice, and assessment on each grade-specific learning objective that is focused in order to pinpoint students' areas of strengths and weaknesses.

2. How can *Progress Mathematics* work with our existing curriculum and core program?

Progress Mathematics provides comprehensive instruction, scaffolded practice, and varied assessment options for grade-specific learning objectives. Therefore, you can choose to use the program in one of the following two ways to supplement your existing core math program:

- **Standards Approach.** Lessons in *Progress Mathematics* focus on a single learning objective, making it easy to select content that maps to your core curriculum and “dip in and out” of the program to supplement or address any gaps in a core curriculum, teaching one objective at a time.
- **Domain/Topic Approach.** *Progress Mathematics* units are organized by domains or topic. Teachers may choose to use the units from the program in full or in large chunks to provide additional instruction and practice for students as they proceed through the corresponding topics in their core program. This approach provides more intensive coverage of grade-specific learning objectives. In this case, you will teach related objectives under a domain or topic.

3. How can *Progress Mathematics* address diversity and multiple learning styles of students?

Diversity and multiple learning styles of students are addressed through:

- **The Instructional Model**
The *Progress Mathematics* instructional model is based on the Gradual Release of Responsibility Model. Each standard is taught through direct and guided instruction (“I do it”), guided practice (“We do it”), peer collaboration (“You do it together”), and concludes with independent practice (“You do it independently”).
- **The Lesson Design**
Each lesson breaks down each grade-specific learning objective into a series of distinct meaningful instructional presentations (chunks of content), which builds knowledge and conceptual understanding of the complete objective.
- **Differentiating Instruction**
Since data is a critical element for differentiating instruction, the program includes comprehensive assessment components, including observational assessment suggestions, to help gauge student progress and guide instruction.

Every lesson includes suggested modifications for ELLs that encourage regular and active participation in learning math.

4. How can *Progress Mathematics* help increase our test scores?

Progress Mathematics fosters mathematically-proficient students by using effective questioning and varied assessment options, including performance-based tasks, to engage students in higher-order thinking, reasoning, and application of math skills. In addition, Unit Reviews at the end of each unit include varied question types that are leveled to Webb's Depth of Knowledge (DOK) to help gauge the level of students' understanding of the grade-specific learning objectives.

5. What print and digital assessment options are available?

Progress Mathematics provides multiple formative assessment options—in print and digital formats—to provide teachers with the tools that measure students' achievement of grade-specific learning objectives and help guide instruction.

- **Unit Review**, at the end of every unit, assesses the individual learning objectives taught in each unit.
- **Unit, Mid-, and End-of-year Performance Tasks** assess the integration of a cluster of grade-specific learning objectives in a real-world setting.
- **Progress Monitor Benchmark Assessments** (4) each assess grade-specific learning objectives. The objective of administering these assessments is to provide feedback to both teachers and students during the course of the year about the gap between students' current and desired performance toward the learning objectives so that action can be taken to close the gap. It is recommended that Benchmark 1 be used as a Diagnostic Assessment at the beginning of the year to identify the skill set of students in order for teachers to plan/target instruction to meet each student's needs. Benchmarks 2 and 3 are recommended as formative assessment tools to use throughout the year to identify students' strengths and weaknesses and modify instruction accordingly. Benchmark 4 would be administered shortly before students take the end-of-year high-stakes assessment and acts as a predictive assessment that would identify how well students would do on the end-of-year high-stakes state test.

6. What support resources are available to teachers, students, and parents?

The FREE Online Resources at www.SadlierConnect.com include resources for students (additional practice), teachers (Performance Tasks, graphic organizers, and support for implementing the product), and parents (Home Connect Activities).