

Tips for Using Renaissance Accelerated Math® in Middle and High Schools

Getting Started

- Once you have established the order of your Accelerated Math objectives (either by reordering or using the default order), print an Objective List Report. Make copies for students so they can easily track their progress as they master objectives.
- Assign only a few objectives at a time. This prevents students from working ahead of instruction.
- Require students to maintain a math notebook that includes lesson notes, sample problems, and any new vocabulary for each objective.
- Establish routines for scoring, testing, TOPS Report discussions, getting help, and lesson participation. Reinforce routines throughout the school year.
- If you choose to assign grades for Accelerated Math work, establish grading requirements and make them known to students.

Classroom Management

- Become comfortable with students talking to one another and moving around the classroom during math practice time.
- Use peer tutors to help with students' questions during math practice time. To identify your peer tutors, print a Student Grouping Report to see which students have already mastered objectives that other students are working on.

Instruction

- When starting to use Accelerated Math, teach lessons to the whole class. As students begin to work at different paces, use more small-group and individual instruction.
- Adapt your instructional schedule according to student needs. Rather than teaching one objective each day, be open to a variety of models, including:
 - Teach two related objectives in a day. Then practice the next day.
 - Use the whole period to teach a complicated lesson and practice the next day.
 - Teach some lessons in small groups to adapt instruction to ability levels.

Exercise Assignments

For complex objectives, generate exercises to use during the lesson. Work the first two or three similar problems as a class during the lesson, detailing each step. Let students work their own problems at their desks independently or in small groups. Use the results to identify students who may need additional instruction.

Tests

- Generate regular tests when students are ready to test on three to five objectives. For struggling students, generate tests on just one or two objectives.
- Establish testing routines so you know which students are testing. For example:
 - Establish a “testing center” where students take tests in your classroom.
 - Set aside one or two days a week as testing days for the class. On these days, students are not allowed to collaborate.

Free-Response

Tests and Exercises can be printed as assisted- or free-response. You’ll need to score free-response assignments manually, using the key provided by the software.

Libraries

The Accelerated Math libraries at the high-school level may contain more objectives than a student is reasonably expected to master in one school year. These libraries were designed to enable you to select those objectives that specifically meet your curriculum demands and address the skills taught in your high school courses and textbooks.

Completing and Scoring Online Assignments:

If students are working their Accelerated Math assignments online, share these tips with them:

- Write today’s date and the subskill name in your math journal.
- Number each problem and copy it when reasonable.
- Work through the problem in your math journal before selecting your answer.
- If you don’t see your answer on-screen, rework your problem.
- Use the flag to mark problems you want to come back to.
- Click “Review and Submit” when you are finished. Look to see that you have answered all items before you click “Submit.”