



Perkiomen Valley School District

What Will You Learn Today?

MIDDLE SCHOOL MATH FAQ

How will we keep up with pacing?

We know that time always feels like a barrier, and that will never go away. However, because we are committed to developing a deep, conceptual understanding of mathematics in our students, it is important that we follow the pacing guidance put forward by [i-Ready](#) and our Stage 1 [curriculum writers](#) for the district. This is year zero of implementation! We will learn as we go, have data to guide our decisions, and collaborate along the way to discuss which units/concepts require more time than others. Our Stage 3 learning plan is constantly in wet cement, and the grade level collaborations will be critical in supporting pacing decisions moving forward.

Can we supplement i-Ready?

As mentioned in the i-Ready expectations, we feel strongly about the practices students are engaging in every day during math. For that reason, we ask that the program be followed with fidelity through the “explore” and “develop” sessions. However, the practice opportunities and “refine” sessions offer a lot of flexibility where we can differentiate and meet the needs of students. This is where we can supplement and support using resources from i-Ready or curations of your own.

What are the grading expectations?

There have been questions about the 80/20 rule and grading expectations. At this time, we are not adjusting any grading expectations that you’ve followed in the past. This will be an ongoing



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conversation, and we will consider making adjustments in the future.

Please include the common assessments for each unit within the 80% of the student's course grade.

What is expected of Math in Action?

The expectations require that some element of the "Math in Action" lessons be completed for each unit. You are welcome to follow these sessions as they are outlined in the text, or utilize the performance tasks outlined in the Stage 2 documents which have come straight from the "Math in Action" lessons. Either way, this should be completed *before* the unit assessment as students are continuing to learn and apply in ways that will support their performance on the unit assessment.

Can we chop up/reorganize the lessons?

We recognize that it can be tempting to chop up the text to align skills with standards. However, this work has already been done by our curriculum writers, and it is expected that we all follow the scope and sequence put forward in the [Stage 1 curriculum documents](#).

Kids struggle with reading - how can they do this?

There has been concern around the language and reading in the new resource. Our instructional coach, Jess Mattei, has curated some resources and support for this concern [here](#). This document can also be found on the website. In addition, please feel free to reach out to any of the instructional coaches to support reading in the mathematics classroom.