

McGraw-Hill Education's *Reveal Algebra 1*, *Reveal Geometry*, and *Reveal Algebra 2*: Response to the EQuIP Rubric for Lessons & Units: Mathematics

Criteria		Notes	Evaluation (check one)
1. Alignment to the Depth of the CCSS <i>The lesson/unit aligns with the letter and spirit of the CCSS:</i>	☐ Targets a set of grade-level CCSS mathematics standard(s) to the full depth of the standards for teaching and learning.	Reveal AGA is designed to completely address the Common Core State Standards for Mathematics (CCSSM) so students have a full depth of understanding of the concepts and are college and career ready. Reveal AGA is a blended print and digital program that allows students to use a digital only program or the digital program and the Interactive Student Edition together. The Interactive Student Editions mirror the Student Digital Center, allowing students flexibility in exploring, learning, and practicing concepts. The targeted CCSSM Content and Practice Standards are listed in the Interactive Student Editions in each module and in each lesson. The <i>Explore</i>, <i>Learn</i>, and <i>Examples</i> in each lesson provide clear objectives in student-friendly language shaped by the CCSSM headings. In the Teacher Editions, the targeted CCSSM for every module are provided in <i>Module Goals</i>, <i>Focus</i>, <i>Coherence</i>, and <i>Suggested Pacing</i> and for every lesson in <i>Focus and Coherence</i>. The flexibility of Reveal AGA through the digital portal allows teachers to reposition lessons as needed. This unique feature provides for greater customization to meet individual district pacing and curriculum goals. To see the coverage of all CCSSM, reference the Reveal Algebra 1, Reveal Geometry, and Reveal Algebra 2 Correlations to the Common Core State Standards.	Rating  3 2 1 0
	☐ Standards for Mathematical Practice that are central to the	Reveal AGA provides a structured and focused approach to the development of the Standards for Mathematical Practice. Each module and lesson provides a listing of the Standards for Mathematical Practice that are central to the module and lesson, respectively.	Rating  3 2 1 0

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lesson are identified, handled in a grade-appropriate way, and well connected to the content being addressed.

Targeted attention to the mathematical practices allows students to focus attention on the conceptual work while at the same time building a growth mindset necessary to become proficient and astute mathematical thinkers. Prompts and tips in the **Interactive Student Editions** such as *Talk About It!*, *Think About It!*, and *Watch Out!* provide ways for students to develop mathematical discourse, thinking, and abilities.

In the **Teacher Editions**, the Mathematical Practice Standards correlation describes ways in which these standards are integrated throughout the program as well as identifying specific lessons that illustrate this.

The following examples highlight how **Reveal AGA** integrates the Standards for Mathematical Practice with the Standards for Mathematical Content within each course.

- **Reveal Algebra 1** Students begin to understand how to look for and make use of structure when evaluating expressions (Lesson 1-1: MP 7, A.SEE.2). Students often use repeated reasoning to examine specific examples and make general observations (Lesson 4-5: MP 8, F.BF.2).
- **Reveal Geometry** Students develop their skills in constructing viable arguments and critiquing the reasoning of others by creating and presenting proofs (Lesson 3-9: MP 3, G-CO.9). Dynamic geometry software allows students to use appropriate tools strategically to investigate relationships in circles (Lesson 10-4: MP 5, G.C.2).
- **Reveal Algebra 2** Students model with mathematics as they interpret graphs of functions that represent situations that arise in real life (Lesson 4-2: MP 4, F.IF.4). Students look for and make use of structure as they relate operations with polynomials to composition of functions (Lesson 6-1: MP 7, F.BF.1b).

O Presents a balance of mathematical procedures and deeper conceptual

Reveal AGA supports a balance between the development of conceptual understanding and the need for instilling proficiency with mathematical procedures in students.

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understanding inherent in the CCSS.

Explore activities in each lesson give students the opportunity to work collaboratively and discuss their thinking as they build understanding of new concepts. Questioning strategies throughout **Reveal AGA** require students to explore and articulate their understanding of the concepts. *Examples* followed by *Checks* in each lesson provide opportunities for students to develop and practice mathematical procedures. The *Practice* exercises allow students to solidify both their understanding and skills with the new concepts presented in the lesson.

II. Key Shifts in the CCSS

The lesson/unit reflects evidence of key shifts that are reflected in the CCSS:

O Focus: Lessons and units targeting the major work of the grade provide an especially in-depth treatment, with especially high expectations. Lessons and units targeting supporting work of the grade have visible connection to the major work of the grade and are sufficiently brief. Lessons and units do not hold students responsible for material from later grades.

Reveal AGA was written to support the goals of the CCSSM. Some standards can be fully explored in one lesson; however, more than one lesson is often needed. The correlation documentation provided in the **Teacher Editions** shows that the majority of the lessons that address a given standard are closely grouped. While each part of every standard is addressed in the program, the standards have not been “unpacked” in a way that destroys the focus, coherence, and rigor of the content.

The *Focus* and *Coherence sections* in the beginning of each module and each lesson in the **Teacher Editions** show the relationship of the standards that are addressed in the module and lesson, respectively.

In **Reveal AGA**, a deliberate progression of the standards is made both within and across courses to ensure student success. One example of the progression from course to course found in the *Reasoning with Equations and Inequalities* Domain of the Algebra conceptual category is detailed below.

Reveal Algebra 1

- Students solve linear equations, explaining each step as following from the equality of numbers at the previous step (A.REI.1, Module 2).
- The principles of solving equations are extended to solve linear inequalities (A.REI.3, Module 6).
- Students solve systems of equations algebraically (A.REI.6, Module 7).

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- Quadratic equations in one variable are solved (A.REI.4, Module 11).
 - Students represent and solve linear equations and inequalities, exponential equations, and quadratic equations graphically (A.REI.10, 11, 12; Modules 4, 6, 8, 9, and 11).
- Reveal Geometry**
- Students use their experience solving equations to find the distance from a point to a line on the coordinate plane (G.MG.3, Module 3).
 - Inequalities are used to find the range of possible measures for an angle of a triangle (G.CO.10, Module 6).
- Reveal Algebra 2**
- Students extend their understanding by solving radical and rational equations (A.REI.2, Modules 6 and 9).
 - Polynomial, quadratic, rational, absolute value, and exponential equations are represented and solved graphically (A.REI. 11, Modules 2, 3, 5, 7, and 9).

- O **Coherence:** The content develops through reasoning about the new concepts on the basis of previous understandings. Where appropriate, provides opportunities for students to connect knowledge and skills within or across clusters, domains and learning progressions.

In **Reveal AGA**, prior knowledge is extended to accommodate new knowledge. Following are a few examples:

- **Reveal Algebra 1** Students extend the understanding of proportional relationships and functions from middle school to master linear functions (Modules 4 and 5). Students then extend their knowledge to exponential and quadratic functions (Modules 9 and 11).
- **Reveal Geometry** Students recall what they learned about transformations in Grade 8 to develop their understanding of precise definitions of congruence and similarity (Modules 5 and 8). Skills of simplifying square roots developed in *Reveal Algebra 1* are applied to problems involving distance, area, and the Pythagorean Theorem (Module 9).
- **Reveal Algebra 2** In *Reveal Algebra 1*, students solved quadratic equations with real roots. In *Reveal Algebra 2*, they learn that by extending the real number system to complex numbers, every quadratic equation has exactly two roots (Module 3).

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Additional features of the **Interactive Student Editions** that support relating course-level content to prior learning include:

- The *What Will You Learn?* chart and *What Vocabulary Will You Learn?* list at the beginning of each module allows students to assess their current awareness and knowledge of concepts and vocabulary in the module.
- The *Quick Review* and *Quick Check* portions of the *Are You Ready?* pages in the **Interactive Student Edition** prepare students for the module's core content. Student responses reveal which skills and understandings are secure and which need more support.

The majority of the lessons in ***Reveal AGA*** that address a given cluster are grouped within a single module, but in some cases, including additional lessons from successive modules is warranted. These additional lessons showcase how, within a domain, the cluster content is connected together, winding several individual standards together into a cohesive thread throughout the domain. A few examples are provided below.

- ***Reveal Algebra 1*** Students create equations in one variable, as described in domain A-CED, in the same lessons as they solve them, which is in domain A-REI. Thus, they are connecting two domains within the Algebra category (Lessons 2-2, 2-3, 2-4).
- ***Reveal Geometry*** Students use what they have learned about similarity to define trigonometric ratios for acute angles, as described in standard G.SRT.6. In the same lesson, they explain and use the relationship between the sine and cosine of complementary angles, from standard G.SRT.7 (Lesson 9-5). In this way, they are connecting two standards in the same cluster.
- ***Reveal Algebra 2*** Students connect two standards in the same cluster, F-IF.4 and F-IF.5, when they interpret key features of graphs of functions in terms of quantities and relate the domain of a function to its graph and to the quantitative relationship it describes (Lessons 1-1, 1-2, 9-4).

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O **Rigor:** Requires students to engage with and demonstrate challenging mathematics with appropriate balance among the following:

- **Application:** Provides opportunities for students to independently apply mathematical concepts in real-world situations and solve challenging problems with persistence, choosing and applying an appropriate model or strategy to new situations.

Reveal AGA has been thoughtfully designed to incorporate a balance of the three elements of rigor: application, conceptual understanding, and procedural skill and fluency. In the **Teacher Editions**, each module and lesson provides *The Three Pillars of Rigor*, which address how these three aspects of rigor are present in each module and lesson, respectively.

Reveal AGA provides an ample number of opportunities to engage students in meaningful and realistic problem-solving experiences while allowing them to increase their conceptual understanding and fluency.

In *Launch the Lesson*, students view a real-world scenario and image to pique their interest in the lesson content. They will use concepts they learn in the lesson to model and solve problems like those presented in the scenario.

Each lesson includes *Examples* and *Practice* exercises that are applications of the lesson's core concept in relevant problem-solving situations.

Applications in the print and online ancillaries offer many opportunities for real-world problem solving. *Animations* and *Videos* engage students in the mathematical content presented in the lessons.

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- **Conceptual Understanding:** Develops students' conceptual understanding through tasks, brief problems, questions, multiple representations and

Every module of **Reveal AGA** begins with an overarching *Essential Question* to motivate discussion, access prior knowledge, and provide a benchmark of understanding to expand on as students' understanding grows.

In *Explore* activities, the mathematical content standards intersect the mathematical practice standards and provide opportunities for deep conceptual understanding as students utilize various digital tools to investigate lesson concepts in the targeted CCSSM. In the *Learn* section, students gain the foundational knowledge needed to understand the

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opportunities for students to write and speak about their understanding.

concepts. These concepts are fully developed with thorough explanations and carefully chosen *Examples*. *Think About It!* and *Talk About It!* prompts throughout the **Interactive Student Editions** provide many opportunities for students to write and speak of their understanding.

The *Practice* exercises provide more opportunities for students to investigate concepts in many formats including multiple representations. They also use multiple representations to produce answers and solutions in many formats; i.e., explanations, drawings, tables, models. Conceptual understanding is further enhanced with *Higher-Order Thinking* questions in every lesson. These questions offer more opportunities for students to use critical thinking skills as they write about their understanding of lesson concepts.

- **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.

Reveal AGA provides multiple avenues for students to develop the procedural skills and fluency necessary for success.

Clearly-explained, step-by-step *Examples* address new concepts. Each *Example* is followed with a *Check* as a quick formative assessment to help teachers adjust instruction as needed. Students can also complete an *Extra Example* online to help solidify understanding. Students complete *Practice* exercises individually or collaboratively to solidify their understanding of lesson concepts and build proficiency with lesson skills.

- The first part of the *Practice* exercises is tied explicitly to the *Examples*.
- The second part, *Mixed Exercises*, requires students to determine which skills to apply as well as to combine skills and apply conceptual understanding.
- In the third part of every set of *Practice* exercises, *Higher-Order Thinking Skills*, students develop an even deeper understanding of the concepts and proficiency with procedural skills.

Other digital resources, including the many *Animations*, instructional *Videos*, and *Personal Tutors*, provide additional opportunities for students to build

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proficiency with core calculations and mathematical procedures so that they can perform them quickly and accurately.

III. Instructional Supports

The lesson/unit is responsive to varied student learning needs:

O Includes clear and sufficient guidance to support teaching and learning of the target standards, including, when appropriate, the use of technology and media.

In the ***Reveal AGA Teacher Editions***, the targeted CCSSM and Practice Standards for every module are provided in *Module Goals*, *Focus*, *Coherence*, and *Suggested Pacing* and for every lesson in *Focus and Coherence*. The correlation documentation provided in the front of the **Teacher Editions** clearly demonstrates how the program was built to support the goals of the CCSSM.

All of the instructional content in ***Reveal AGA*** can be projected or can be accessed via desktop, laptop, or tablet. The **Teacher Editions** provide references for the digital assets throughout the 3-step Instructional Model.

- **1 Launch** The *Warm Up* exercises can be projected on an interactive whiteboard. *Launch the Lesson* can be projected or assigned to students to access on their own devices.
- **2 Explore and Develop** The *Explore* Activity can be projected while students record their observations in the **Interactive Student Edition** or on individual devices. As students are introduced to key lesson concepts, they can progress through the *Learn* by recording guided notes in their **Interactive Student Edition** or on their devices. Similarly, they work through the *Examples* and the subsequent *Checks* either in a print and/or digital format.
- **3 Reflect and Practice** The *Exit Ticket* is projected or accessed via student devices to provide lesson closure and an opportunity to revisit the lesson concepts. Teachers can assign students *Practice* problems from the **Interactive Student Edition** or create a digital assignment for them to complete on their devices.

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O Uses and encourages precise and accurate

The understanding of mathematical and academic language is built into ***Reveal AGA***. Precise use of mathematical vocabulary is modeled throughout

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mathematics, academic language, terminology and concrete or abstract representations (e.g., pictures, symbols, expressions, equations, graphics, models) in the discipline.

the program.

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Module resources such as the *What Vocabulary Will You Learn?* and accompanying suggestions in the **Teacher Editions** prepare and support students' mathematical vocabulary building. In each lesson, *Today's Vocabulary* list the new vocabulary presented in the lesson. New vocabulary terms are highlighted in bold in the text for ease of use (see with clear definitions. The corresponding *Learn* section contains questions to probe students' understanding of the terms.

Think About It! and *Talk About It!* questions ask students to explain concepts and solutions accurately as well as justify their thinking. *Key Concepts* emphasize the multiple representations of words, models, graphs, and symbols. *Write* questions ask students to use the vocabulary they have learned to explain concepts using correct mathematical terms. The *Module Review* at the end of each module reinforces understanding of vocabulary and key concepts.

Review and assessment of vocabulary knowledge is provided in the online *Vocabulary Activity* and *Vocabulary Test* provided for each module.

Additional support for mathematical language is available in the **Language Development Handbook**.

0 Engages students in productive struggle through relevant, thought-provoking questions, problems and tasks that stimulate interest and elicit

Throughout ***Reveal AGA***, students have access to rich tasks that promote productive struggle and to activities that develop proficiency in thinking strategies and mathematical discourse. A variety of resources support teachers in maintaining the course-level focus of content standards while ensuring that students' conceptual understanding is developed and that students are engaged in meaningful problems.

Exercises that address CCSSM are embedded in each lesson to ensure that

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| mathematical thinking. | <p>students retain concepts throughout the year and from one year to the next. The Teacher Editions provide <i>Suggested Assignments</i> covering exercises that:</p> <ul style="list-style-type: none"> • mirror the examples, • use a variety of skills from the lesson, • extend concepts in the lesson to new contexts, and • emphasize higher-order and critical thinking skills. |
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O Addresses instructional expectations and is easy to understand and use.

- The 3-step instructional model for ***Reveal AGA*** was developed using findings from research on teaching and learning mathematics.
- **1 Launch** During the *Warm Up*, students complete exercises to activate prior knowledge and review prerequisite concepts and skills. In *Launch the Lesson*, a real-world video scenario is used to engage students in situations that utilize the concepts addressed in the lesson. During the *Explore* activity, students work in pairs or small groups to investigate a rich mathematical problem related to the lesson content.
 - **2 Explore and Develop** In the *Learn* section, students gain the foundational knowledge needed to understand the lesson concepts. Students work through *Examples* related to the key concepts and engage in mathematical discourse. A *Check* is provided after each *Example* to assess students' understanding.
 - **3 Reflect and Practice** The *Exit Ticket* provided for each lesson in the **Teacher Editions** gives students an opportunity to convey their understanding of the lesson concepts. Students then complete the *Practice* exercises to build proficiency with procedural skills and apply and deepen understanding of lesson concepts.

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O Provides appropriate level and type of scaffolding, differentiation, intervention and support

- In ***Reveal AGA***, resources are available to differentiate math instruction for students who may need to see a concept in a different way, practice prerequisite skills, or are ready to deepen their understanding.
- Each module's *Foldable* guides students to create a study organizer to record the module's key math concepts and terms. These three-

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for a broad range of learners.

- Supports diverse cultural and linguistic backgrounds, interests and styles
- Provides extra supports for students working below grade level
- Provides extensions for student with high interest or working above grade level.

dimensional graphic organizers are accessible to all learners, particularly ELL, in that they allow students to apply their conceptual understanding to a study tool.

- Online *Remediation Activities* and *Extra Examples* provide support for approaching level students.
- Online *Extension Activities* are available for beyond level students.
- Online *Personal Tutors* (English and Spanish) reteach concepts to students who may need additional learning.
- Resources for English Language Learners include **Language Development Handbooks** and *Graphic Organizers*, among others.
- The *Multilingual eGlossary* contains vocabulary words and definitions in 14 languages.

The *Differentiate* suggestions in the **Teacher Editions** provide further ideas for presenting concepts to all types of learners – approaching level, on level, beyond level, and ELL. Additional print and digital options provide teachers with formative checkpoints to monitor student learning, modify instruction, and tailor course-level work to meet all students' needs.

A unit or longer lesson should:

O Recommend and facilitate a mix of instructional approaches for a variety of learners such as using multiple representations (e.g., including models, using a range of questions, checking for understanding, flexible grouping, pair-share).

Both print and online digital tools in **Reveal AGA** provide teachers flexibility in using various combinations of instructional approaches to effectively address the needs of all their students.

A prebuilt, online *Interactive Presentation* for each module, Explore, and lesson helps teachers highlight prior knowledge and integrate it with new concepts. Teachers can edit the presentations to align them to the goals for their classes.

Transitioning from concrete to abstract concepts is critical to success in higher mathematics. In the *Explore* activities in the **Student Digital Center**, students use digital tools to investigate concepts, which are reinforced with representations in diagrams and pictures and then connected to written and

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symbolic representations. These and other opportunities allow students to create their own models to connect concrete understandings with written and symbolic methods.

Online *eTools* and *WebSketchpad® Activities* are also available to help students explore problems and develop conceptual understanding. *Interactive tools* allow students to build fluency by dragging and dropping, selecting, highlighting, and completing tables. Students can use online *Personal Tutors* to see and hear a teacher explain how to solve problems.

Leveled *Questions for Mathematical Discourse* in the **Teacher Editions** can be used to probe the conceptual understanding of all students. In addition, suggestions are provided for identifying and correcting misconceptions (*Common Errors* and *Common Misconceptions*), and grouping (*Explore – Ideas for Use*).

O Gradually remove supports, requiring students to demonstrate their mathematical understanding independently.

Reveal AGA was designed to make students strong and independent mathematical thinkers. Throughout the program, students are presented with a variety of questioning strategies related to the concepts, which strengthen students' ownership of mathematical content and daily use of the Standards for Mathematical Practice.

In each lesson, students are directed to ways they can apply the practices in their work. *Study Tips* inform them about the practices that mathematically proficient students use regularly and offer suggestions for specific ways they can apply the practices. *Talk About It* and *Think About It* questions encourage students engage in mathematical discourse with classmates and make sense of the content.

Teaching the Mathematical Practices in the **Teacher Editions** provides guidance for teachers in how to deliver content in ways that help students develop into mathematically proficient students.

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O Demonstrate an effective sequence and a progression of learning where the concepts or skills advance and deepen over time.

Reveal AGA was carefully developed so that concepts and skills are presented in logical sequence and build on knowledge from previous courses, modules, and/or lessons. The **Teacher Editions** detail the progression in the *Vertical Alignment* charts given at the beginning of each module and each lesson.

Within the lessons, students are expected to develop their skills with increasingly challenging problems in the leveled problems. They investigate concepts using multiple representations as well as using them to produce answers and solutions in many formats; i.e., explanations, drawings, tables, models.

Students are asked to reason and explain their thinking with appropriate mathematical language in *Higher-Order Thinking Skills problems* in each lesson. They also extend their understanding to abstract properties of numbers, making use of structure and giving attention to patterns in repeated reasoning.

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O Expect, support and provide 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.

Reveal AGA provides an ample number of opportunities for students to gain fluency with mathematical procedures.

In the *Practice and Homework* sections in the **Teacher Editions**, a breakdown of the exercises is provided so teachers can make appropriate assignments for their students. In *Assess and Differentiate*, teachers are given several additional options for students depending on how they score on the *Checks* provided after the *Examples*. These options include *Remediation*, *Extension*, *Personal Tutors*, *Math Triumphs*, and *ALEKS*.

LearnSmart®, an embedded adaptive technology, provides students with additional practice and review problems. It measures students' awareness of their own learning, time on topic, answer accuracy, and suggests alternative

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resources to support student learning.

IV. Assessment

The lesson/unit regularly assesses whether students are mastering standards-based content and skills:

O Is designed to elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCSS.

The assessments provided with ***Reveal AGA*** – both print and online – were written to align directly with the targeted CCSS presented in the lesson and/or module. As such, they provide a clear way to measure students' understanding and progress. The online assessments can be scored instantaneously and provide quantifiable evidence of student learning.

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O Assesses student proficiency using methods that are accessible and unbiased, including the use of grade-level language in student prompts.

Many formats and several delivery methods are available for the assessments in ***Reveal AGA***. In addition to the usual print formats, the digital assessment tools include multiple-response, selected-response, and technology-enhanced items.

Three *Module Tests* for each module address module content in language accessible for on-level learners, approaching level learners, and beyond level learners.

McGraw-Hill Education is committed to publishing high-quality, educational materials that are fair and unbiased.

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O Includes aligned rubrics, answer keys and scoring guidelines that provide sufficient guidance for interpreting student performance.

All of the assessments provided in ***Reveal AGA*** provide answer keys, rubrics, and scoring guides as appropriate.

For the online assessments, the ***Reveal AGA Reporting Dashboard*** provides clear and instructionally actionable data in the *Activity Report*. This real-time class and student reporting of activities completed by the class includes average scores, submission rate, and skills covered for the class and for each

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student. It also includes an *Item Analysis Report* with detailed analysis of response rate and patterns, answers, and question types in a class snapshot or by student. The *Standards Report* includes performance data by class or individual student aggregated by standards, skills, or objectives linked to the related activities.

A unit or longer lesson should:

Use varied modes of curriculum-embedded assessments that may include pre-, formative, summative and self-assessment measures.

Reveal AGA provides embedded, regular assessment checkpoints to monitor student learning and provide feedback that can be used to modify instruction and help direct student learning.

- *Pre-Assessment*
 - The modules begin with a *Quick Review/Quick Check* to assess students' understanding of concepts and skills they will use in the module.
 - In addition, an online *Module Pretest* can be used to determine whether students have the conceptual understanding and skills necessary to be successful in the module.
 - An online *Warm Up* at the beginning of each lesson provides exercises that activate students' prior knowledge and review prerequisite concepts and skills.
- *Formative Assessment*
 - Each module includes a *Cheryl Tobey Formative Assessment Math Probe* that is focused on addressing student misconceptions about key math topics. Students can complete these probes at the beginning, middle, or end of a module. The teacher support includes a list of recommended differentiated resources that can be assigned based on students' responses.
 - After *Examples*, students complete *Checks* their own, which teachers can use to gauge students' understanding of the concepts or skills presented. When students complete the *Check* online, the teacher receives resource recommendations to assign to students.
 - The *Exit Ticket* allows teachers to assess students' understanding

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before *Exercises* are assigned.

- *Put It All Together* provides an online midmodule assessment that is scored with results sent to the teacher.
- *Summative Assessment*
 - An online *Module Review* helps student review the concepts and skills introduced in the module.
 - Three levels of online *Module Tests* are provided for on-level students, approaching level students, and beyond level students.
 - A *Performance Task* for the module is designed for students to demonstrate their understanding and proficiency in context. An accompanying rubric articulates expectations for student responses by listing the criteria and describing levels of quality.
- *Self Assessment*
 - Modules begin with *What will you learn?* in which students rate their knowledge of concepts and skills that are presented in the module. Students return to this self-assessment at the end of the module to record their growth of understanding.
 - Other opportunities for self-assessment are provided through *LearnSmart*® and *ALEKS*.