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Progress in mathematics grade 3 teacher's edition pdf

The Teacher Edition is organized by learning progressions and supports standards-based instruction through explanation of best practices and directions detailing how to incorporate program components. The Personal Math Trainer (PMT) enables teachers to determine students' learning style, pace, and needs to target individualized assignments. The Online Teacher Edition provides point-of-use Questioning Strategies, teaching tips, additional activities, and Professional Development videos. Formative and Summative assessments ensure students get the support they need and make progress. This paper aims to understand how certain different but interrelated variables such as background, motivation, and social support could lead to an explanation of student attitudes towards maths and to an understanding of the defining characteristics of these attitudes in the school environment. Participants consisted of 1719 Portuguese students, from fifth-to-twelfth grade. The study utilizes an adaptation of the "Intrinsic Motivation Inventory" assessing main determinants of intrinsic motivation. One section of the questionnaire—"In my Math Class"—also assesses student perceptions of teacher and peer support as well as student attitudes. The results revealed that, in general, students held positive attitudes towards mathematics and also highlighted the main effects of grade and math achievement on these attitudes. No gender effect was identified although the girls showed a continuous decline in attitudes the further they progressed in school. A hierarchical analysis using structural equation modeling showed that motivation-related variables are the main predictors of attitudes towards mathematics and that teachers and the social support of peers are also highly significant in understanding these attitudes.1. IntroductionProficiency in languages, science, and mathematics is seen as an essential precursor to success in modern society. In Portugal, recent guidelines, set by the Ministry of Education regarding Mathematics and Portuguese Language curricula, tasks, evaluation, and workload, reflect this concern as these subjects are cross-curricular and are used in daily life. Comparative international evaluations [1] revealed that Portuguese students did not perform as well as expected, and that they underachieved in mathematics and languages when compared to students from other countries in the OECD. In mathematics, results showed that whilst there was an improvement in mathematics performance by Portuguese students from 2003 to 2009, in 2009, on a scale of six levels, Portugal still has in the region of 25% of their students at level 2 or below [1].These results give impetus to the development of further research that seeks to characterize and understand different variables which may influence student performance. This will help to make possible strategies for future action in schools, families, and communities, in order to bring about an improvement in the failure rate in math.The complexity of factors that can influence math performance is demonstrated by Singh, Granville, and Dika [2] when they show that high achievement in mathematics is a function of many interrelated variables related to students, families, and schools. Among student variables, attitudes are regarded by several researchers, as an important/key factor to be taken into account when attempting to understand and explain performance in maths [3–6].Mobilizing a set of different definitions concerning attitudes presented since 1935, Eshun [7, page 2] defines an attitude towards mathematics as "a disposition towards an aspect of mathematics that has been acquired by an individual through his or her beliefs and experiences but which could be changed." When emphasizing the importance of individual experiences, the contexts where students interact with others and with mathematics become important focal points. Fraser and Kahle [8] have also highlighted this aspect in research which shows that learning environments at home, at school, and within the peer group accounted for a significant amount of variance in student attitudes and, furthermore, that class ethos had a significant impact on the scores achieved by students for these attitudes.In addition, Mohamed and Waheed [5] when reviewing literature aimed at understanding attitudes and the influences on their development in relation to differences between students, identified three groups of factors that play a vital role in influencing student attitudes: factors associated with the students themselves (e.g., mathematical achievement, anxiety, self-efficacy and self-concept, motivation, and experiences at school); factors associated with the school, teacher, and teaching (e.g., teaching materials, classroom management, teacher knowledge, attitudes towards maths, guidance, beliefs); finally factors from the home environment and society (e.g., educational background, parental expectations).Attitudes can be seen as more or less positive. A positive attitude towards mathematics reflects a positive emotional disposition in relation to the subject and, in a similar way, a negative attitude towards mathematics relates to a negative emotional disposition [9]. These emotional dispositions have an impact on an individual's behavior, as one is likely to achieve better in a subject that one enjoys, has confidence in or finds useful [7]. For this reason positive attitudes towards mathematics are desirable since they may influence one's willingness to learn and also the benefits one can derive from mathematics instruction [7].1.1. Attitudes and School GradesNicolaidou and Philippou [6] showed that negative attitudes are the result of frequent and repeated failures or problems when dealing with mathematical tasks and these negative attitudes may become relatively permanent. According to these authors when children first go to school they usually have positive attitudes towards mathematics than girls. Also Sanchez et al. [14] in a study with North American students found significant gender differences in eighth grade students' attitudes towards math. American boys showed more interest in math than girls, but girls perceived math as more important than boys. Girls also presented higher scores on items with regard to difficulties with math. According to Asante [13] school environment, developmental changes in gender identity, and teacher and parent attitudes and beliefs towards mathematics are factors that may contribute to the differences identified between boys and girls in their attitudes towards mathematics.Nonetheless there is research which concludes that gender does not affect attitudes towards mathematics [3, 5, 6, 15, 16]. The meta-analysis conducted by Ma and Kishor [15] which looks at 113 studies ( ), when studying the effects of gender, concludes that this variable did not have a significant effect on the relationships between attitudes and performance in mathematics because separate analysis by gender demonstrated similar significant effect sizes. Georgiou et al. [16] showed that there was no difference either in math achievement or in math attitudes between boys and girls. However, high achieving boys and girls, despite both considering math as an attractive subject, differed in the explanations they gave for their performance. Since the ability attributions of boys were higher, they believed that their grades were due to their intelligence more consistently than girls did.1.3. Achievement in Mathematics and AttitudesSeveral studies have been undertaken to try to reach an understanding of the relationship between student attitudes towards mathematics and academic achievement [4–6, 8, 15, 19]. In Ma and Kishor meta-analysis [15] only weak correlations between these variables were identified and these relationships were dependent on several variables (e.g., grade, sample size, ethnic background). With regard to grade, these associations become stronger among older students (7th to 12th grade).However, more recent studies point to a positive correlation between student attitudes towards mathematics and student academic achievement. Along these lines are the results obtained by Nicolaidou and Philippou [6] which reveal significant correlations between attitudes and performance. Students having positive attitudes achieved better. Mato and De La Torre [4] in a study with secondary school students also showed that those with better academic performance have more positive attitudes regarding math than those with poorer academic performance. These results were confirmed in wider research, concerning math study attitudes among the secondary school students of nine countries, developed by Sanchez et al. [14]. Lipnevich et al. [20] in a study developed with USA and BieloRussian middle school students highlighted the importance of attitudes in predicting academic achievement, when it showed that mathematics attitudes explained a variance of 25% to 32% in mathematics achievement, with much of the explained variance independent of ability in math.Nevertheless, Georgiou et al. [16] showed that high achievement could serve to predict a positive attitude towards math, but such an attitude could not predict stronger achievement. However, these authors emphasize the role of teachers and schools in changing attitudes stating that, math achievement could be improved by, for example, better teaching methods, more motivated teachers or better course books, which has as its corollary the improvement of attitudes towards math.1.4. Mathematics Learning Environments and AttitudesAkey's [21] work showed that several aspects of school context (e.g., teacher support, student-to-student interaction, and the academic and behavior expectations of the teacher) were significantly related to student attitudes and behaviors. Akey [21] concluded that the class environment where teachers who students see as supportive promote student feelings of control and confidence in their ability to succeed. The way students perceive teacher characteristics will affect their attitudes towards mathematics [22]. Maat and Zakaria and Vaughan [22, 23] identified a significant relationship between learning environment and attitude towards mathematics. Students with a higher perception of the learning environment and a more positive perception of their teachers have more positive attitudes towards mathematics [22]. Rawnsley and Fisher [24] also found that students had more positive attitudes toward mathematics when their teacher was perceived to be highly supportive.1.5. Motivation and AttitudesA number of authors have shown that the relationship between aspects of the social environment and student emotional aspects may be mediated by other variables such as control-related appraisals and values-related appraisals [25, 26]. Therefore, competence support, autonomy support, expectations, and feedback that students receive from others have an impact on their cognitive appraisals and these are the main sources of their own dispositions. When studying attitudes, it is important to take into consideration the role of these mediated variables where we can include the motivation features of each student. In this sense, Wigfield [27], in reading specific domain, maintains that attitudes regarding math than those with poorer academic performance.Questionnaires were read aloud for younger students whenever it was thought necessary.2.3. InstrumentsThe motivation towards math was measured through a version of IMI Intrinsic Motivation Inventory, directed towards Mathematics, taking into consideration three dimensions: Perceived Competence, Perceived Choice, and Value/Utility [31]. This instrument is conceptualized to take into consideration the main constructs of the Self-Determination Theory (SDT) [32, 33]. Therefore, the Perceived Choice and Perceived Competence are theorized as positive predictors of intrinsic motivation, that are related to the SDT innate psychological needs of autonomy and competence [34]. The Value/Usefulness subscale embodies the idea that people internalize and develop more self-regulatory activities when experience is considered as valuable and useful for them [34].The questionnaire comprised 14 items, distributed over three dimensions: Perceived Competence—four items (e.g., "I think I am pretty good at Math's activities"); Value/Utility—five items (e.g., "Math's activities are valuable to me"); Perceived Choice—five items (e.g., "I only do the Math's tasks because the teacher orders me to"). All items were scored on a 6-point scale ranging from 1("Never") to 6 ("Always"). Items from the Perceived Choice dimension were reversed due to negative formulation. In this instrument higher scores are related to intrinsic motivation characteristics.In order to verify the adequacy of item inclusion in the correspondent dimension, reliability has been analyzed using Cronbach's Alpha. Reliability scores for our sample in the three subscales can be considered adequate as Cronbach's Alpha values were .80 for Perceived Competence, .84 for Perceived Choice, and .93 for Value/Utility [35].Student perceptions of classroom support (teacher and students support) and attitudes towards mathematics were measured by 16 items extracted from the classroom climate scale "In my Math class" [36]. Teacher Social Support (TSS) is a six item dimension looking at the extent to which students feel that their math teacher supports them (e.g., "My math teacher cares about how much I learn"). Students Social Support (SSS) is also calculated through five items related to how classmates care and support (e.g., "In math class students want me to do my best in math work"). Based on the conceptualization of attitudes as positive or negative affect associated with a certain subject [9], in this research Student Attitudes towards math is a five item index relating to how students feel in math class and when performing math school tasks (e.g., "When the teacher questions me about math I feel good"). All items were scored on a 6-point scale ranging from 1 ("Never") to 6 ("Always").Reliability coefficients were .81 for SSS, .95 for TSS and .84 for Attitudes.3. ResultsThe results presented focus on two main vectors. Firstly the descriptive statistics of participants' attitudes, motivation and perceived social support towards mathematics, and also their differences considering gender, grade, and math performance were analyzed. Secondly a hierarchical analysis using structural equation modeling, utilizing three blocks of variables, was carried out. These blocks were background, motivation, and support-related variables.Descriptive statistics of students' perceived social support, motivation, and attitudes toward mathematics are presented in Table 2 in relation to gender, grades, and math performance. Attitude scores vary between 3.37 and 4.11 when different groups organized according to gender, cycle and math performance are considered. These results are above the middle point of the scale, which show that, overall, those students present positive attitudes towards mathematics.

Gender		Study cycle			Math achievement			
	Boys	Girls	2nd Cycle	3rd Cycle	Secondary	Low	Fair	Good
	SD	SD	SD	SD	SD	SD	SD	SD
Attitudes	3.72	1.25	3.70	1.26	4.11	1.30	3.67	1.28	3.61	1.28	3.10	3.66	4.11
Motivation	Value/utility	4.16	1.48	4.46	1.35	4.96	1.13	3.84	1.54	4.31	0.94	0.13	0.24	3.21	3.44	4.31
Perceived choice	3.67	1.31	3.90	1.33	4.01	1.43	3.69	1.36	3.72	0.73	5.21	2.65	1.28	4.01	3.4
Perceived competence	3.65	1.27	3.42	1.63	8.21	1.73	5.13	3.30	8.63	0.71	1.83	4.70	9.13	8.81	2.5
Social support	Teacher social support	4.33	1.52	4.60	1.43	5.21	0.94	3.88	1.62	4.28						

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