

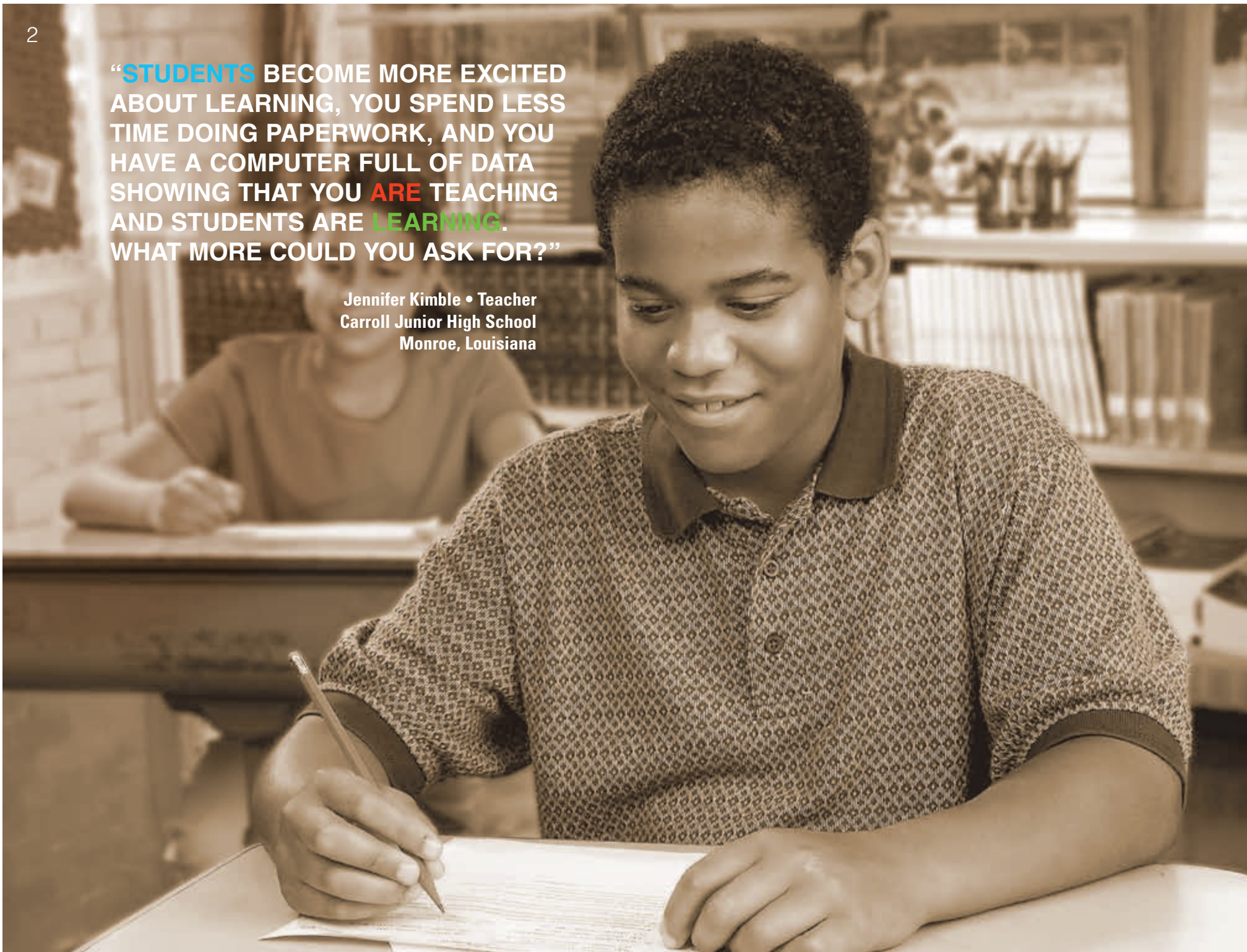


WHEN YOU **BUILD**
EXCITEMENT FOR **MATH,**
IT'S PURE **MAGIC**

Perfect for
RTI

“**STUDENTS** BECOME MORE EXCITED ABOUT LEARNING, YOU SPEND LESS TIME DOING PAPERWORK, AND YOU HAVE A COMPUTER FULL OF DATA SHOWING THAT YOU **ARE** TEACHING AND STUDENTS ARE **LEARNING**. WHAT MORE COULD YOU ASK FOR?”

Jennifer Kimble • Teacher
Carroll Junior High School
Monroe, Louisiana



AT LAST, ALL YOUR STUDENTS WILL LOVE TO PRACTICE MATH!



Now you can make math practice more exciting and effective for every student, from early numeracy through calculus. Accelerated Math helps you personalize math practice, differentiate instruction, monitor progress, and make data-driven decisions to guide each student to success. Accelerated Math provides daily information about student progress toward math mastery, skill by skill, while reducing time-consuming paperwork. As a result, you'll make your math curriculum more successful than ever, while preserving the joy of teaching and learning.

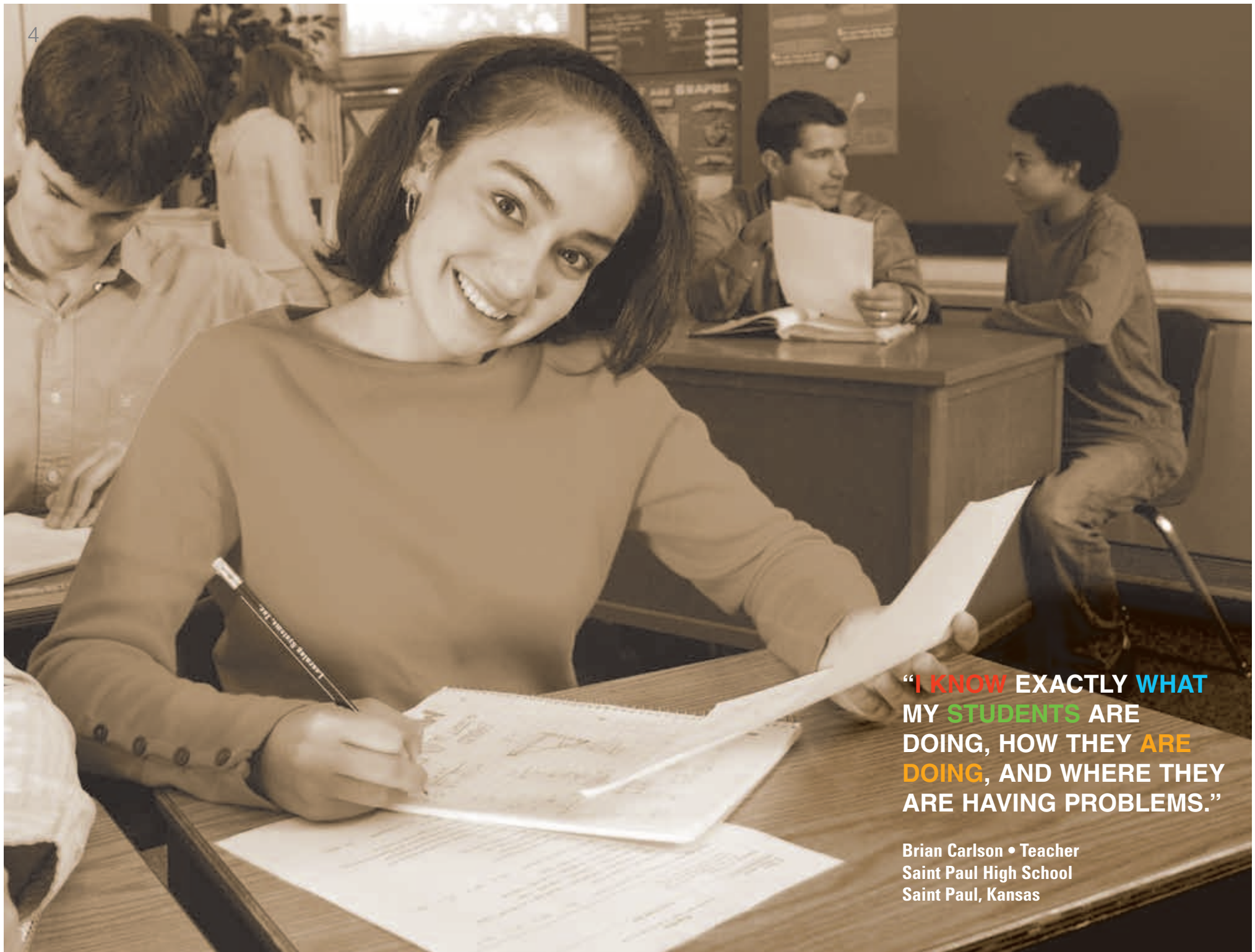


National Center on Response to Intervention
www.rti4success.org

Accelerated Math received the highest possible rating of "Convincing Direct Evidence" in all six categories for progress monitoring tools reviewed by the National Center on Response to Intervention (NCRTI).

Meet Growing Expectations Despite a Shrinking Budget

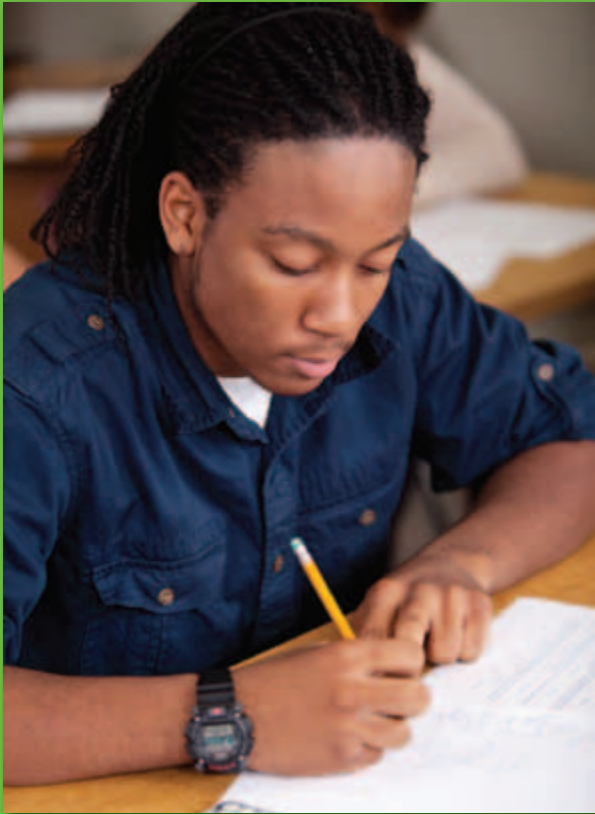
With education budgets tighter than ever, you need to make every dollar count. That's why tens of thousands of schools nationwide trust Accelerated Math to lead their students to the greatest advancement in math achievement for the least investment.



“I KNOW EXACTLY WHAT MY STUDENTS ARE DOING, HOW THEY ARE DOING, AND WHERE THEY ARE HAVING PROBLEMS.”

Brian Carlson • Teacher
Saint Paul High School
Saint Paul, Kansas

EXCITEMENT IS CONTAGIOUS WHEN SUCCESS BECOMES REAL



With Accelerated Math, You Can:

- **Make math more fun to learn—and easier to teach.** Math soon will become one of your students' favorite subjects. You'll teach students who actually look forward to practicing math each day.
- **Maximize the effectiveness of your curriculum.** Accelerated Math makes the practice component of your curriculum more effective and supports your existing instructional materials and textbooks.
- **Personalize instruction for every student.** Accelerated Math creates individualized practice assignments at each student's level, allowing you to keep every student motivated and challenged.
- **Improve math skills.** As their enthusiasm for math builds, your students will happily tackle new objectives and dramatically improve their math skills.
- **Focus your time on accelerating learning.** Let Accelerated Math and a single computer manage all of your paperwork, scoring, and reporting, while you work with your students on their math skills.
- **Ensure math success for every student.** The efficacy of Accelerated Math practice with students of all abilities is proven in 57 independent research studies.

MAKE MATH PRACTICE MORE VALUABLE, AND SEE DRAMATIC RESULTS

Your students are already practicing math. Every math curriculum includes some practice. But how do you determine how much practice to give them on each skill? And what level of practice will enable them to achieve mastery of that skill? That's what Accelerated Math is all about. Every element of the program will help you make math practice more targeted—and effective—for every student!

Paper Assignments

Students practice math on paper—not at the computer. This supports cooperative learning and allows effective math practice to take place in the classroom, under the teacher's guidance, with no need to send students to overbooked, expensive computer labs.

Automatic Scoring

Students' practice sheets are scored automatically by the computer. This highly motivating feedback improves the quality of practice because students can see immediately where they are successful and where they need additional work.

Personalized Practice

After completing one assignment, the next automatically contains additional practice on objectives that need more work and new objectives to replace those ready for mastery testing. The scope and sequence of the objectives are based on research and aligned with state standards.

Parental Involvement

Accelerated Math uses the Internet to keep parents informed of their child's progress, and even offers valuable resources to help parents guide their children's math progress at home.

Continuous Progress Monitoring

As students complete assignments, Accelerated Math generates progress reports that detail the quality and quantity of math practice taking place in your classroom or at home. This valuable data provides the teacher the basis for one-on-one sessions with students to offer further guidance.

Ongoing Improvement

Implementing Accelerated Math will immediately help you improve the quality of your students' math practice. And by growing your Accelerated Math implementation little by little, you can enjoy math gains for many years to come.

Personalized practice
 assignments keep students motivated and challenged.



Automatic scoring frees teachers from record-keeping tasks.



Cooperative learning
 techniques allow students to help each other succeed.

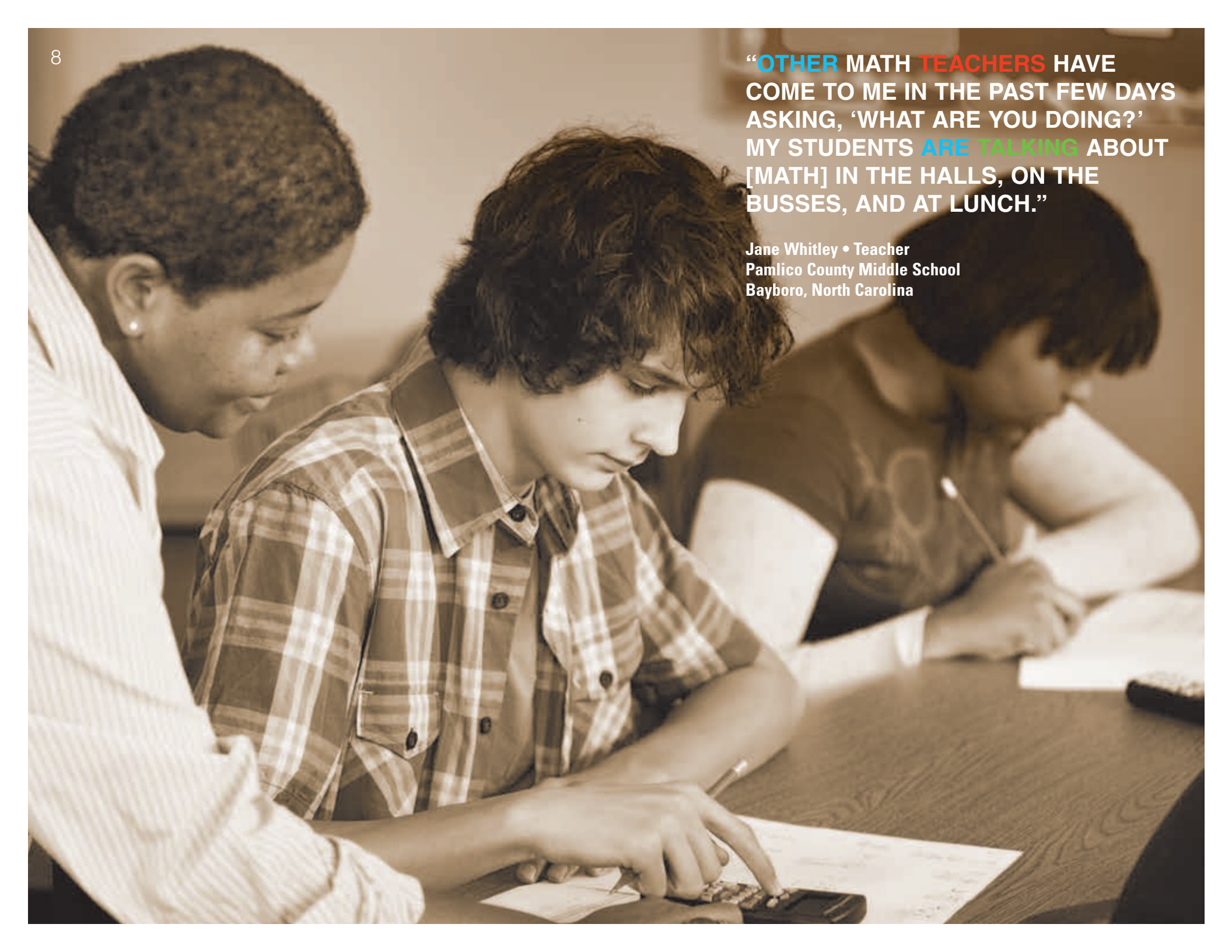


Differentiated instruction
 ensures success for every student.



“Accelerated Math best classroom practices include all of the evidence-based components of effective instruction our research has identified.”

James Ysseldyke, Ph.D.
 Birkmaier Professor of Educational Leadership
 in the School of Psychology Program
 University of Minnesota

A photograph showing a teacher on the left, wearing a white striped shirt, leaning over a desk to help a student. The student, a young man with dark curly hair wearing a plaid shirt, is focused on using a calculator. Another student is visible in the background, also working at a desk. The scene is set in a classroom with a wooden desk and papers.

“**OTHER MATH TEACHERS** HAVE COME TO ME IN THE PAST FEW DAYS ASKING, ‘WHAT ARE YOU DOING?’ MY STUDENTS **ARE TALKING** ABOUT [MATH] IN THE HALLS, ON THE BUSES, AND AT LUNCH.”

Jane Whitley • Teacher
Pamlico County Middle School
Bayboro, North Carolina

ACCELERATED MATH LIBRARIES HELP YOU ENSURE STUDENTS MEET STANDARDS

To help you meet today's highest standards, Renaissance Learning recently developed new content libraries for Accelerated Math. These new Second-Edition Libraries marry the best research available to the mathematics standards U.S. school districts are demanding now—and will be demanding for years to come.

Standard Libraries

Most Standard Libraries feature state standard tags linking objectives to the state standards they most closely support in your state. To learn more, call (800) 338-4204.

- Early Numeracy
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Algebra I
- Geometry
- Algebra 2
- Probability and Statistics
- Pre-Calculus
- Calculus
- Basic Math
- Financial Literacy Math 1
- Financial Literacy Math 2

● *Second Edition Libraries*

**New
Libraries!**

Early Numeracy Library Helps Early or Struggling Math Learners

The new Early Numeracy Library includes objectives that address early math skills associated with number sense, basic facts, and computational fluency. This new library is perfect for students struggling with math facts, elementary-level computational fluency, reading, and English language acquisition.

Financial Literacy Math Libraries Develop Real World Skills

The new Financial Literacy Math Libraries help students learn practical skills they can apply in the real world, in topics such as income, budgeting and cost management, savings and investing, and credit and debt management.

For a complete scope and sequence of any library, call (800) 338-4204 or visit www.renlearn.com.

Aligned with National Math Panel Recommendations and NCTM Curriculum Focal Points

LEARNING PROGRESSIONS HELP YOU PLAN YOUR INSTRUCTION

Accelerated Math Learning Progressions give you the information you need to answer questions such as: Are my students ready for these objectives? What math terminology, concepts, and skills do my students need to know to work these objectives? What prerequisite skills are students missing?

The search tool identifies concepts and prerequisites for core objectives to help you plan your lessons each day.

The screenshot shows a web browser window titled "Learning Progressions for Instructional Planning - Microsoft Internet Explorer". The page is for "Accelerated Math" and is accessed by "ADMINISTRATOR USER, District - 2010 - 2011". The main heading is "Learning Progressions for Instructional Planning" with a sub-heading "Search for information on Core Objectives, Learning Progressions, and prerequisite math skills to plan instruction or intervention." There is a search bar with the text "classify an angle" and a "Search" button. Below the search bar, it says "Results for - classify an angle" and "View: All Objectives (selected) Core Objectives Only". It indicates "2 Found, 2 Core Objectives". The first result is for "2E Grade 4" and "Classify an angle given a picture". A table below lists "Terminology and Concepts" (angle, acute, right, obtuse), "Skills" (name an angle from a picture), and "Prerequisite terminology, Concepts, and Skills" (acute angle; right angle; obtuse angle). It also notes "Prerequisite Objectives: There are no prerequisite objectives."

Teachers can use the Learning Progressions to align objectives with their curriculum, plan daily lessons, or intervene with students who are struggling on an objective.

Worked Example

The screenshot shows a "Worked Example" for Objective 121, "Classify an angle given a picture". It includes a diagram of an acute angle and a right angle, with step-by-step instructions on how to identify them.

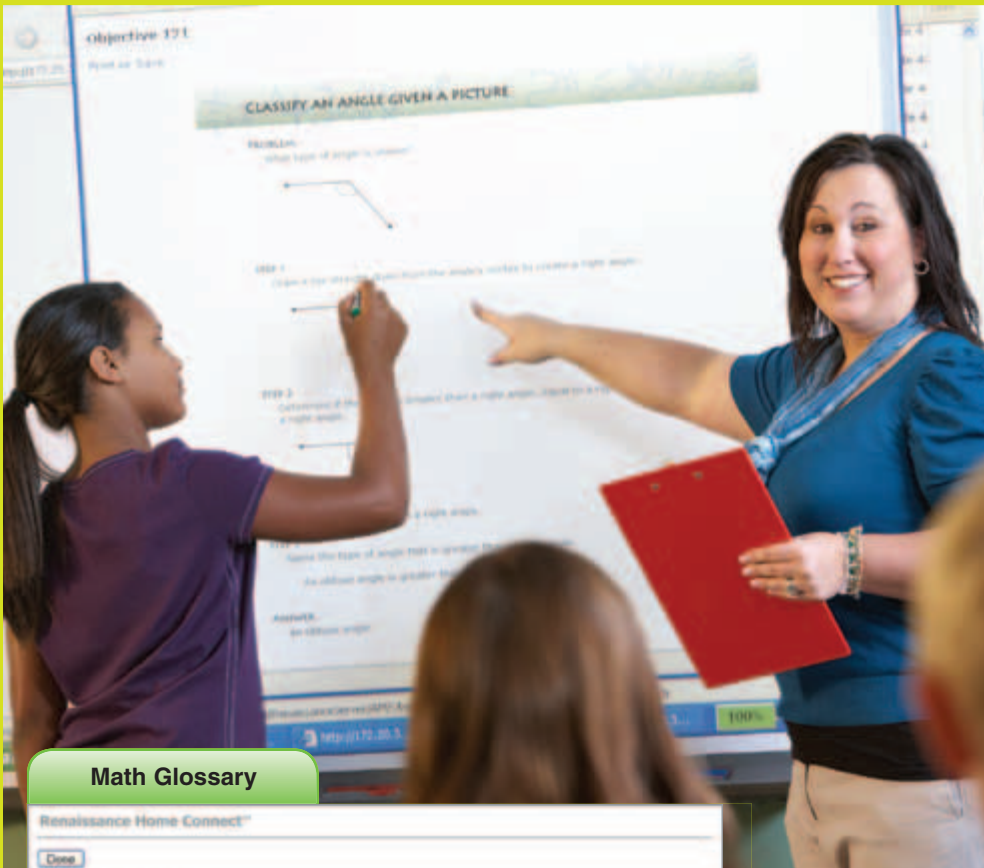
Sample Questions

The screenshot shows "Sample Questions" for Objective 121, "Classify an angle given a picture". It includes four questions, each with a diagram of an angle and multiple-choice options (A, B, C).

Build procedural knowledge for math skills with step-by-step guidance on how to solve problems for most Accelerated Math objectives.

Worked examples and sample questions are available to teachers for use during whole-class, small-group, or individual instruction.

Worked Examples are available for grades 3–8 and coming soon for Algebra 1 and Geometry.



Math Glossary

Renaissance Home Connect™

Close

Math Glossary

Search: Go

Browse: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z View All

obtuse angle Return to Search

an angle that is more than 90 degrees and less than 180 degrees

examples of obtuse angles

See Also: angle measure, acute angle, angle, right angle

Close

Build conceptual knowledge and understanding of key math terms with definitions that combine text, audio, and animation.

Practice

Accelerated Math™ Monday, August 30, 2010, 10:03 AM

Page 1

M. Patton
Mr. Patton's class
East Elementary School

Form Number 2820

Stephanie Friday

Objectives: (1 of 1 listed)
121. Classify an angle given a picture

1. What type of angle is shown? [A] obtuse angle [B] acute angle [C] right angle

2. What type of angle is shown? [A] obtuse angle [B] acute angle [C] right angle

3. What type of angle is shown? [A] acute angle [B] obtuse angle [C] right angle

4. What type of angle is shown? [A] right angle [B] acute angle [C] obtuse angle

5. What type of angle is shown? [A] obtuse angle [B] acute angle

Students can work together or in small groups since each student has a different problem set.

Following instruction, students receive personalized practice assignments to reinforce the objective being taught.

DETAILED REPORTS HELP INFORM AND GUIDE YOUR INSTRUCTION



Accelerated Math reports provide you with immediate, actionable information on your students' math progress. At last, you'll have all the information you need to personalize instruction and manage practice on essential skills—while reducing the time spent creating and scoring assignments.

Status of the Class Report

This report provides everything you need to know for planning your daily activities, including students needing intervention and objectives that are causing difficulties for multiple students.

Accelerated Math Diagnostic Report
Printed Monday, November 2, 2009 3:30:05PM

School: Fraze Ridge High School
Reporting Period: 8/1

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Class

Class: 7th Hour Math
Teacher: Hernandez, Maria

Student	Diagnostic Codes	Average Percent Correct						Engaged Time*	Objectives Mastered		
		Practice	Exercise	Regular Test	Diagnostic Test	Total Tests	Review		Regular Test	Diagnostic Test	Total
Carter, Juli		77	-	86	86	86	84	72	7.2	23	36
Evans, Kimberly		82	-	88	90	89	87	69	6.9	21	36
Harrington, Abbey		79	-	87	88	88	85	80	8.0	14	52
Hill, Monica		75	-	86	85	86	84	62	6.2	20	31
Jensen, Christopher		77	-	86	86	86	83	69	6.9	21	36
Morris, Heidi		78	-	86	87	86	82	63	6.3	13	39
Mullis, Warren		78	-	85	85	85	83	75	7.5	22	40
Near, Kristina	P, T	69	-	84	82	83	80	51	5.1	17	25
Peterson, Kent		75	-	88	87	88	86	78	7.8	18	48
Reed, Shanon	P	74	-	85	84	85	83	59	5.9	18	32
Sanchez, Antonio		75	-	85	85	85	84	70	7.0	23	34
Stewart, Latitia		80	-	87	88	88	88	74	7.4	22	35
Trevino, Derek		78	-	87	86	87	86	62	6.2	19	32
Vargas, Carmen		76	-	85	87	86	85	67	6.7	22	33
Average		77	-	86	86	86	84	68	6.8	19	37

Diagnostic Code Summary

Number of Students	% of Students	Diagnostic Code	Description
1	7	P	Teacher intervention needed (see Status of the Class Report)
2	14	P	Practice percentage lower than 75%
1	7	T	Regular Test percentage lower than 85%
0	0	R	Review percentage lower than 80%
0	0	M	Less than 1/2 of the median objectives mastered (1/2 the median = 29)

Students At Risk: 2 of 14 (14%)

Class Summary

Objectives Mastered	Count
Regular Tests	913
Diagnostic Tests	782
All Tests	
Students	
Total	14
Number who did not take any Regular Tests	0

* Trouble value
* Engaged Time per Day: An estimate based on number of objectives mastered and an anticipated 40 minutes per day of math practice.

Accelerated Math Status of the Class Report
Printed Monday, March 14, 2011 2:54:21 PM

School: Evergreen Middle School

Class: 3rd Period Math
Teacher: Miller, Katrina

Assignment Status

Student	Action Needed	Objectives Ready to Test	Last Assignment Completed		Outstanding Assignments	
			Type	Date	Practice	Exercise
Bratol, Andrew	Assign Obj	0	Diagnostic Test	03/11/11		03/14/11*
Colbert, Janet		0	Regular Test	03/14/11	03/14/11	
Footer, Jeffrey	Intervene (1)	1	Exercise	03/11/11	03/11/11	
Hazen-Gray, Kassie	Intervene (1)	2	Practice	03/14/11	03/14/11	
Jimnez, Julio	Assign Obj	0	Regular Test	03/14/11		03/14/11*
Lanham, Angie		1	Practice	03/11/11	03/11/11	
Meedjan, Kevork	Assign Obj	0	Diagnostic Test	03/14/11		03/14/11*
Paulowsky, Jessica		0	Regular Test	03/14/11	03/14/11	
Schnabel, Tamara		1	Practice	03/14/11	03/14/11	
Stabler, Kyle	Intervene (2)	1	Practice	03/11/11	03/11/11	
Therman, Shelby	Assign Obj	0	Diagnostic Test	03/11/11		03/14/11*
Westbrook, Steven	Assign Obj, Print Assignment	0	Diagnostic Test	03/14/11		

Intervention Needed

Student	Assignment Type	Objectives	Library Objective Code	Overall Results
Footer, Jeffrey	Practice	31 WP: Calculate elapsed time exceeding an hour with regrouping hours	DMG4-104	4 / 10 (40%)
Hazen-Gray, Kassie	Practice	3 WP: Divide a whole number, with no remainder	DMG5-023	6 / 18 (33%)
Stabler, Kyle	Practice	8 Determine equivalent fractions not in simplest form	DMG4-031	5 / 10 (50%)
	Review	44 Use a line graph to represent data	DMG5-136	4 / 8 (50%)

Objectives Causing Difficulties
Minimum Students: 2

Objectives	Assignment Type	Student	Library Objective Code	Overall Results
3 WP: Divide a whole number, with no remainder	Practice	Hazen-Gray, Kassie	DMG5-023	6 / 18 (33%)
	Practice	Lanham, Angie	DMG5-023	7 / 12 (58%)

* Diagnostic Test.

Diagnostic Report

Special diagnostic codes tell you which students are struggling and may need intervention.



Practice TOPS Report for Steven Thompson

Printed Friday, December 4, 2009 1:56:23PM

School: East Middle School
Class: Math 7B

Teacher: L. Parker
Grade: 7

Number Correct: 7 / 12 (58%)

Incorrect Responses (5)

Objective	Problem	Your Answer	Correct Answer
130. WP: Determine the area of a square or rectangle	27	C	A
130. WP: Determine the area of a square or rectangle	30	C	A
130. WP: Determine the area of a square or rectangle	31	A	C
130. WP: Determine the area of a square or rectangle	35	B	A
130. WP: Determine the area of a square or rectangle	36	A	D

Objectives on this Practice (2)

Objective	Results	Overall
125. Determine the perimeter of a polygon	6 / 6 100%	6 / 6 100%
130. WP: Determine the area of a square or rectangle	1 / 6 17%	1 / 6 17%

Overall Progress

Average Percent Correct			Objective Summary	
	Marking Period (70% Complete)	School Year (85% Complete)		
Practice %:	58	58	Ready to Test: 1	
Test %:	-	-	Goal for Marking Period: Not Set	
Review %:	-	-	Total Mastered this Marking Period: 0	
			Total Mastered this Year: 0	

Teacher:

Comments:

Form 3280
Problems 25 - 36
Printed: 3/19/2009 8:30:55AM
Completed: 3/19/2009 8:38:57AM

Practice TOPS Report

This report provides immediate feedback on a practice assignment a student has just completed to help you continuously monitor the progress of your students.



Group Standards Mastery Report

Printed Thursday, March 25, 2010 11:01:18 AM

School: Oakwood Elementary School

Report Options
Reporting Parameter Group: All Demographics [Default]
Mastery Criteria: 80%
Objectives Included: All

Class: Math 4A

Teacher: Adams, Marce
Students: 12

Objective Standards

Agency	Standard
NCTM	NCTM 2000 Grades 3 - 5, 2000 Reprinted/excepted from 2000 NCTM Principles and Standards produced by the NCTM

Tag: NX030509C00

Description: Recognize and apply mathematics in contexts outside of mathematics.

Objective	Library Objective Code	Students Tested	Last Test Average % Correct	Percent of Class Mastered
89. Count money and figure change.	BMG4-089	12	93*	100
91. WP: Figure change	BMG4-091	12	92*	92

Tag: NX030504A04

Description: Understand that measurements are approximations and understand how differences in units affect precision.

Objective	Library Objective Code	Students Tested	Last Test Average % Correct	Percent of Class Mastered
92. Appropriate unit of customary length	BMG4-092	12	92*	92
93. Estimate customary length	BMG4-093	11	95*	92
94. Estimate customary weight	BMG4-094	11	93*	92
95. Estimate customary capacity	BMG4-095	11	98*	92
96. Measure customary length	BMG4-096	11	98*	92
97. Convert customary units of length	BMG4-097	11	93*	83
98. Appropriate unit of metric length	BMG4-098	11	93*	83
99. Estimate metric length	BMG4-099	10	98*	83
100. Estimate metric weight	BMG4-100	10	98*	83
101. Estimate metric capacity	BMG4-101	9	95*	75
102. Measure metric length	BMG4-102	9	95*	75

Tag: NX030504A03

Description: Carry out simple unit conversions, such as from centimeters to meters, within a system of measurement.

Objective	Library Objective Code	Students Tested	Last Test Average % Correct	Percent of Class Mastered
103. Convert metric units of length	BMG4-103	7	95*	50

Tag: NX030504B01

Description: Develop strategies for estimating the perimeters, areas, and volumes of irregular shapes.

Objective	Library Objective Code	Students Tested	Last Test Average % Correct	Percent of Class Mastered
104. Estimate time	BMG4-104	5	98*	42

* Includes Diagnostic Test results

Group Standards Mastery Report

This report lets you see how students are doing on objectives aligned to your state standards.

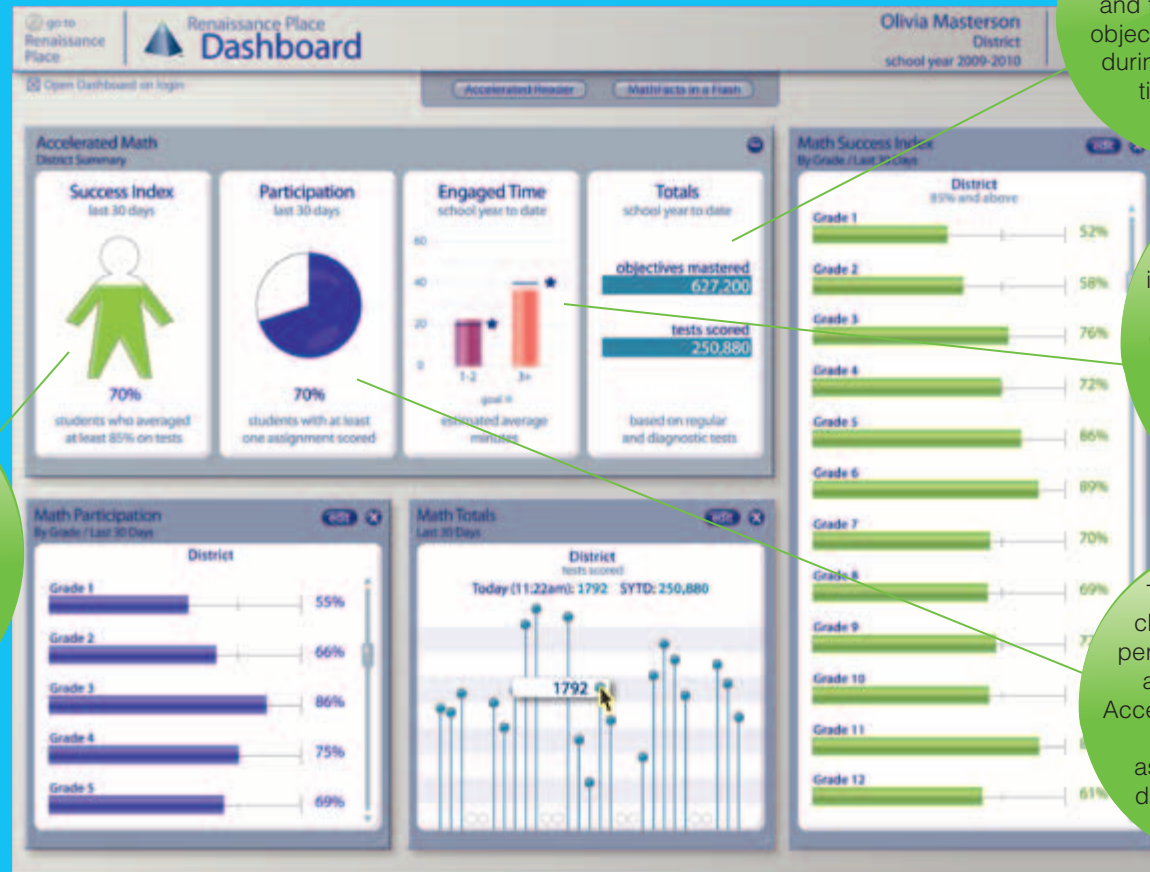
GET IMMEDIATE ACCESS TO THE INFORMATION YOU NEED

The Renaissance Place Dashboard gives you a high-level overview of student math performance by school, grade, or demographic groups. With this data at your fingertips, you can monitor fidelity of implementation and make data-driven decisions that will guide your school or district to greater math success.

Perfect for RTI

The Renaissance Place Dashboard provides continuous whole-group monitoring as required by many RTI frameworks.

The **Success Index** helps you monitor implementation integrity by displaying the percentage of students who averaged at least 85% or higher on Accelerated Math tests during a specified time frame.



Totals show the number of tests scored and the number of objectives mastered during a specified time frame.

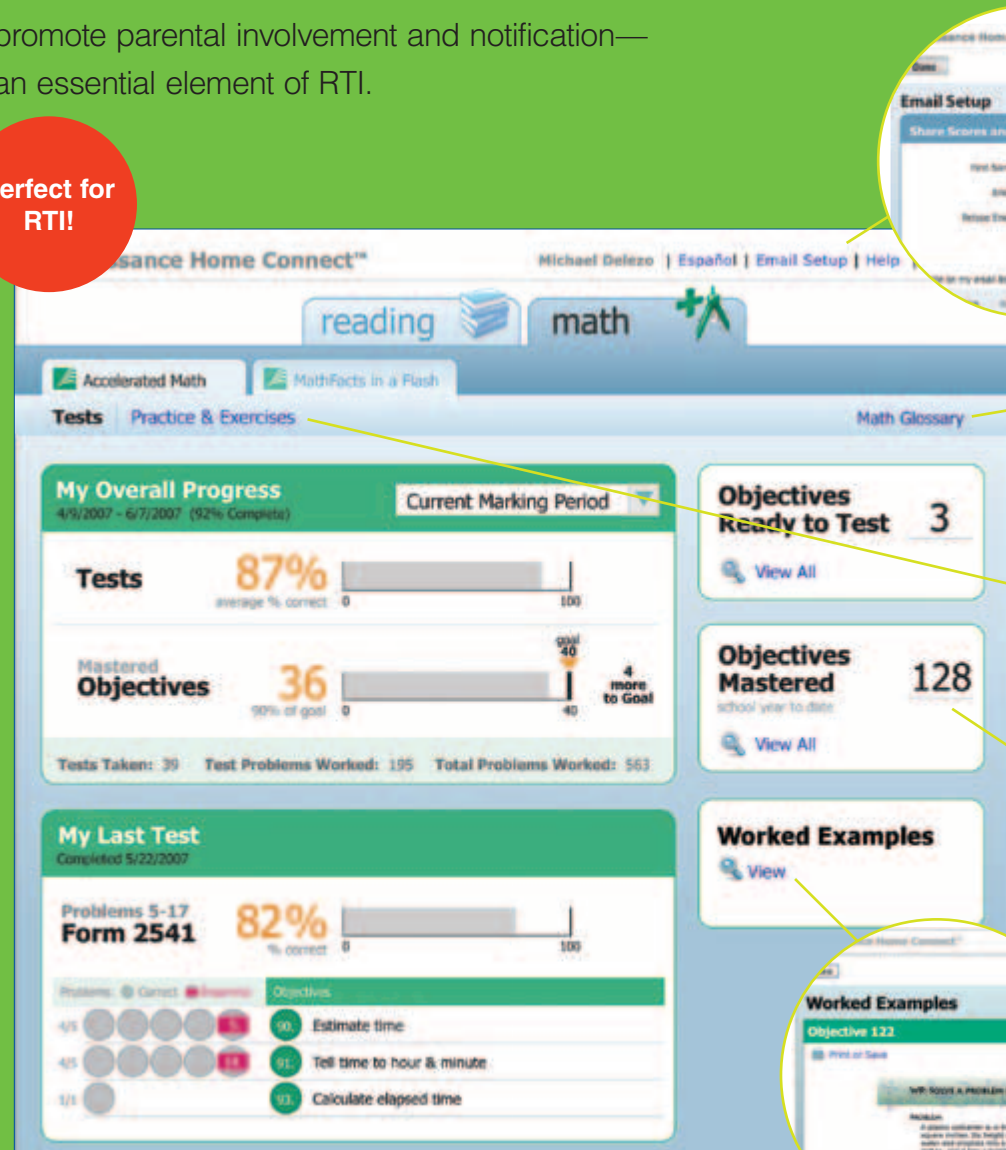
The **Engaged Time** chart illustrates Academic Learning Time by showing the estimated number of minutes per day that students were actively engaged in learning and applying concepts during a specified time.

The **Participation** chart shows you the percentage of students actively enrolled in Accelerated Math classes with one or more assignments scored during the specified time frame.

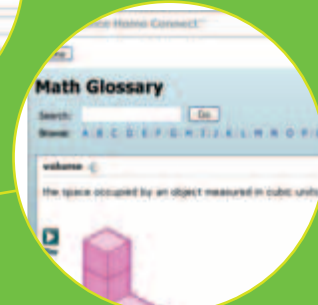
PROMOTE GREATER PARENTAL INVOLVEMENT

Renaissance Home Connect is the ideal tool to promote parental involvement and notification—an essential element of RTI.

Perfect for RTI!



Parents have the option to receive email notifications at home or at work when their child has completed an Accelerated Math test.



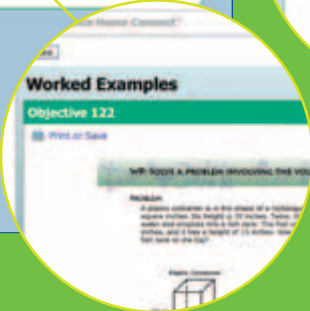
Definitions combine text, audio, and animation to build conceptual knowledge and understanding of key math terms.



Students can score practice or exercise assignments from home and reprint existing assignments.



Students and parents can view a list of the math objectives that have been mastered during the school year and the week in which they were mastered.



Worked Examples build procedural knowledge for math skills by providing step-by-step guidance on how to solve problems for each Accelerated Math objective.

Now Available in English and Spanish!

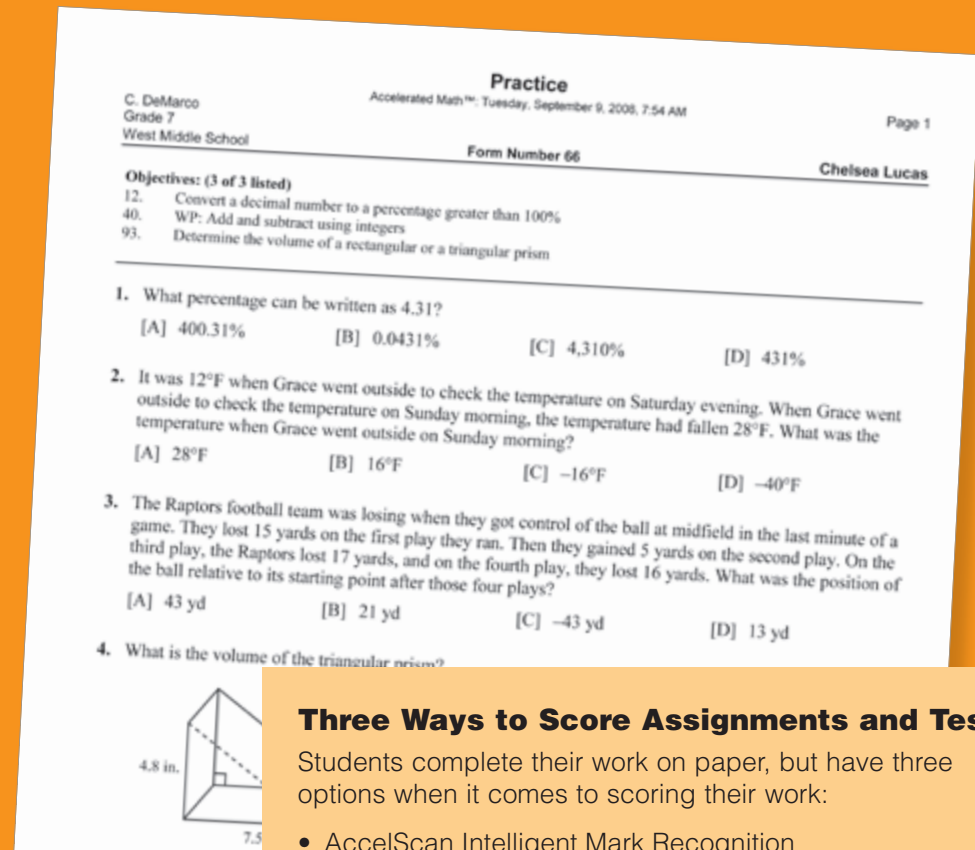
WHY PRACTICING ON PAPER IS STILL BETTER

With Accelerated Math, students work problems on paper, not at the computer. In an Accelerated Math classroom, the computer's job is to generate and score assignments, and report students' math progress.

This allows you to focus your time on instruction—and allows your students to focus their time on practice. The lively interaction that occurs between teachers and students in Accelerated Math classrooms motivates students in a way that a computer can never do.

“No program we looked at encourages teacher-to-student interaction, and more importantly, student-to-student interaction, as well as Accelerated Math.”

Brian Karsbaek • Teacher
Elgin High School • Elgin, Illinois



Three Ways to Score Assignments and Tests

Students complete their work on paper, but have three options when it comes to scoring their work:

- AccelScan Intelligent Mark Recognition Reader with Scan Card
- Renaissance Responder*
- NEO 2*

* Utilizes the 2Know! classroom response system



Accelerated Math Scan Cards are printed on Green Seal™ certified paper containing 30% recycled post-consumer fiber.

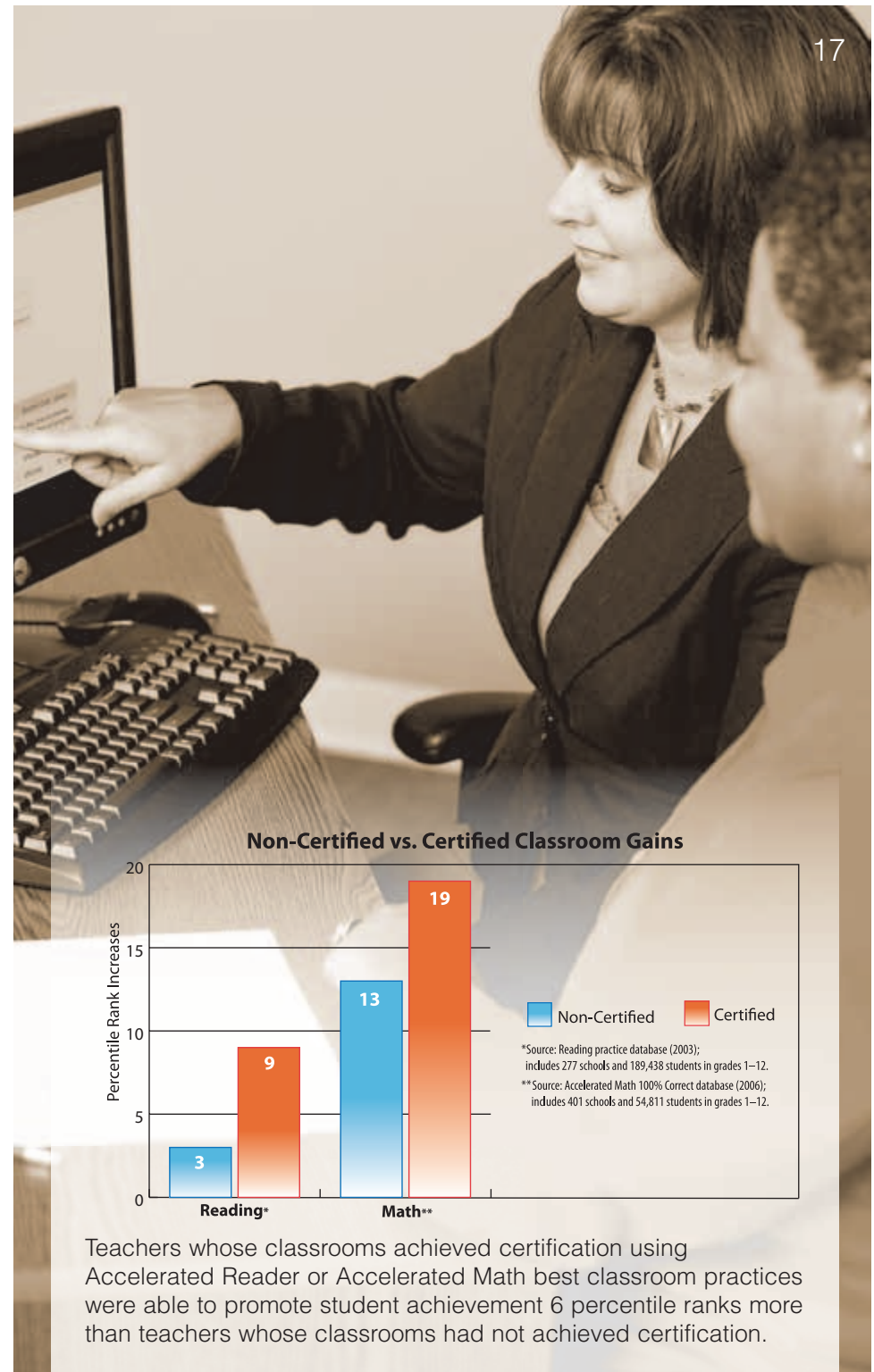
LEARNING BEST PRACTICES ENSURES YOUR SUCCESS

Accelerated Math Professional Development goes far beyond software navigation and initial startup tasks to equip you with the routines and best practices that are vital to helping you achieve maximum results. Using a variety of webinars, tutorials, and self-guided learning opportunities, we work with you and your staff to identify outcomes, define expectations, and map out a customized plan to meet your specific goals.

Here Are Just a Few Professional Development Outcomes:

- Understanding the importance of practice and how Accelerated Math supports it.
- Monitoring and adjusting practice based on student performance.
- Personalizing math practice using appropriate placement tools.
- Fitting Accelerated Math assignments and tests into the instructional cycle.
- Using data on key reports to manage practice and inform instruction.
- Incorporating a few simple routines for managing personalized practice.
- Applying essential resources for an effective Accelerated Math implementation.

School Mentoring Package Included with New Orders!
For details call (800) 338-4204.



WITH ACCELERATED MATH ENTERPRISE, YOU GET ALL THIS



POWERED BY

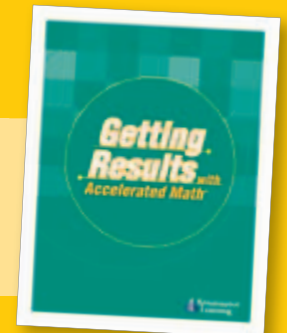
RENAISSANCE PLACE™
REAL TIME

Accelerated Math and other Renaissance Learning software run on the **Renaissance Place Real Time (RT)** platform, allowing you to centralize all of your Renaissance Learning software, student progress data, and state test scores into a single, convenient, web-based management system. In addition to providing tremendous benefits in efficiency, program maintenance, and support costs, RT gives teachers, principals, and administrators all the vital student data needed to accelerate learning school- and district-wide.

- **Accelerated Math Enterprise Software powered by Renaissance Place Real Time, including:**
 - Automatic Software Upgrades and Updates.
 - Live Chat Support to interact with a knowledgeable support representative without leaving your computer or interrupting your class.
 - Software and Data Hosting to save you money and free up your IT staff.
- **Accelerated Math Second-Edition Libraries** to meet the needs of every student.
- **Renaissance Home Connect** to extend practice opportunities beyond school and get parents more involved.
- **Renaissance Place Dashboard** to view a snapshot of your implementation and student progress.
- **Worked Examples and Math Glossary**
- **Accelerated Math School Mentors Package** to help you establish a strong Accelerated Math implementation through your use of Best Practices.
- **Access to the Renaissance Training Center** (Includes two Getting-Started Webinars.)
- **Expanded Expert Support Plan**

FREE Booklet!

This 80-page guide is available as a FREE download at www.renlearn.com or for \$14.95 through the online store.



CALL TODAY FOR YOUR FREE QUOTE!

It's Easy to Get Started!

Perfect for any situation—from just a few classrooms to an entire district—Accelerated Math is sold for a one-time school fee plus a low annual per-student fee.

Accelerated Math Enterprise powered by Renaissance Place Real Time:

Get started for a one-time school fee of just \$2,899 plus a low annual per-student fee.

Call **(800) 338-4204** for a free quote.

For system requirements, go to www.renlearn.com/requirements

Current Accelerated Math customers can upgrade to Accelerated Math Enterprise at a substantial savings.



Accelerated Math utilizes the AccelScan Intelligent Mark Recognition Reader (\$399 per classroom scanner) to score student assignments and tests.

Scanner model subject to change.

Pricing Information

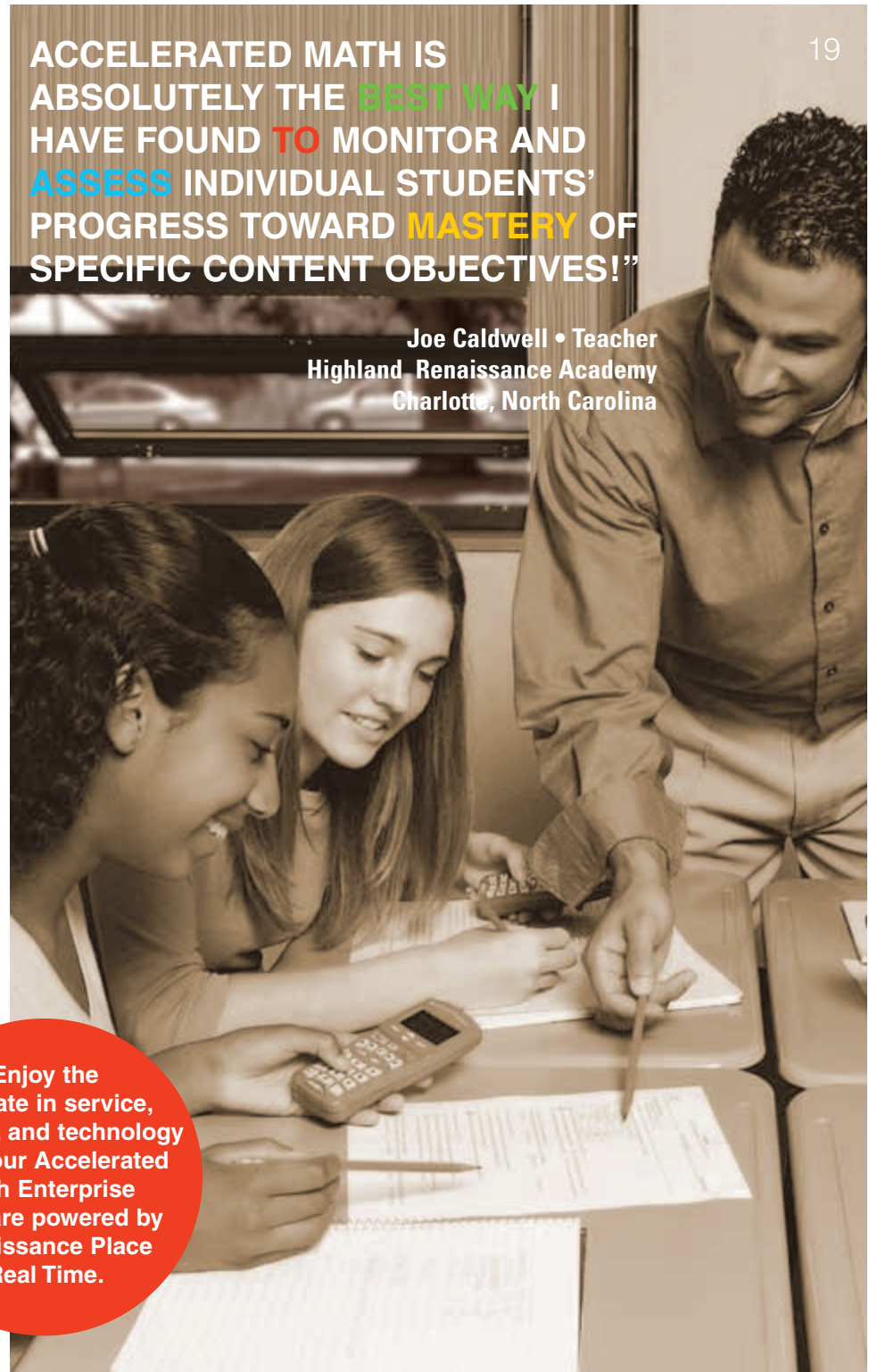
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