

Teachers and Students agree... *CMP2 works!*

"It showed me a lot of new things like how to multiply fractions and how to divide fractions. I loved using the math book and learned new things. That book is very important to me because I always wanted to learn how to divide fractions and I learned it and very clearly."

Sixth grade student

"My opinion is that the math book is very important and that when you go into a new (*CMP2*) chapter, you make it so interesting".

Sixth grade student

"Explore activities took the kids beyond getting instruction from me."

*Sixth grade *CMP2* teacher*

"The summarize [portion] helped because it helped the students put it into words; they didn't have to show me how to do it, they were able to tell me how to do it verbally."

*Sixth grade *CMP2* teacher*



The Research Study—Behind the Scenes

Claremont Graduate University conducted a study to assess the effectiveness of the *Connected Mathematics Project 2 (CMP2)* in helping students attain critical math skills during the 2007-2008 school year. The study employed a randomized control trial (RCT) design and was designed to address all standards and criteria described in the What Works Clearinghouse (WWC) Study Review Standards. The RCT was conducted in the sixth grade, with 26 teachers and 914 students across geographically diverse schools in urban and suburban communities from CA, OR, and TX. The students were assessed at the beginning and end of the year using the Iowa Test of Basic Skills (ITBS) and the Balanced Assessment of Mathematics (BAM).

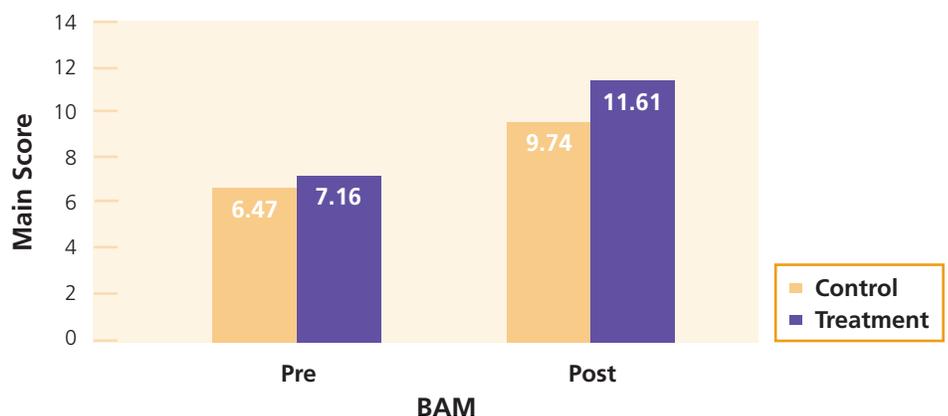
Successful Results with *CMP2*!

In only the first year of use, students at all ability levels using *CMP2*[™] showed significant improvement in the areas of:

- Math concepts and estimation
- Math reasoning
- Problem-solving
- Communicating mathematical ideas
- Math computation

In addition, students who used *CMP2*[™] showed significantly greater gains in problem-solving and math reasoning strategies and reported more positive attitudes and less math anxiety as compared to students who used other math programs.

Pre- and Post-Assessment of Treatment and Control Students on the Balanced Assessment in Mathematics (BAM)



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