Accelerate Learning Inc.

Spanish Mathematics, 6

STEMscopes Texas Math–Grade 6 Spanish

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	**9798893533750**	**Both Print and Digital**	**Static**

Rating Overview

TEKS SCORE	ELPS SCORE	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	N/A	24	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	26 out of 26	100%
2. Progress Monitoring	26 out of 26	100%
3. Supports for All Learners	25 out of 25	100%
4. Depth and Coherence of Key Concepts	19 out of 19	100%
5. Balance of Conceptual and Procedural Understanding	41 out of 41	100%
6. Productive Struggle	22 out of 22	100%

Breakdown by Suitability Noncompliance and Excellence Categories

SUITABILITY NONCOMPLIANCE FLAGS BY CATEGORY	IMRA REVIEWERS	PUBLIC	Flags NOT Addressed by November Vote
1. Prohibition on Common Core	0	0	0
2. Alignment with Public Education's Constitutional Goal	0	0	0
3. Parental Rights and Responsibilities	0	0	0
4. Prohibition on Forced Political Activity	0	0	0
5. Protecting Children's Innocence	0	0	0
6. Promoting Sexual Risk Avoidance	0	0	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0	0	0

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	4
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

Materials support educators in effective implementation through intentional course and lesson-level design.

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	All criteria for guidance met.	3/3
1.1b	All criteria for guidance met.	2/2
1.1c	All criteria for guidance met.	2/2
1.1d	All criteria for guidance met.	2/2
1.1e	All criteria for guidance met.	2/2
—	**TOTAL**	11/11

1.1a – Materials include a scope and sequence outlining the TEKS, ELPS, and concepts taught in the course.

The material for grade 6 includes a "Scope and Sequence" that clearly outlines the Texas Essential Knowledge and Skills (TEKS) mathematical process standards, and a progression showing how concepts build on each other over time. For example, in grade 6, the "Properties of Two-Dimensional Figures" scope begins with exploring symmetry and then moves to classifying triangles, lines, and angles. This learning progression supports the teacher's planning of lessons to scaffold instruction and anticipate possible misconceptions. Materials include a year-long "Scope and Sequence" of concepts for instruction, showing how and when these concepts occur throughout the course.

The materials include a "Scope and Sequence" outlining the specific order of math TEKS and concepts taught throughout the grade 6 curriculum section. The "Implementation Guide" for grade 6 includes a chart showing the scope connections between major mathematical topics throughout the instructional year and the TEKS.

The "Implementation Guide" for grade 6 includes a comprehensive chart that aligns major mathematical topics with the TEKS throughout the instructional year. Within the "Curriculum Design" section, the Scopes tab features a link to the grade 6 "Scope and Sequence" document, which details the order of TEKS to be taught and demonstrates clear alignment to those standards. The grade 6 "Course Rationale," accessible through the "Scopes" tab, provides an overview of the TEKS addressed in the course. This document specifies key concepts, such as "Place Value of Whole Numbers" and the corresponding TEKS codes (e.g., 6.2A, 6.2B). The "Teacher Toolbox" section offers an "Additional Texas Alignments" link, leading to a document that outlines TEKS alignment for each unit taught during the year, ensuring educators clearly understand the relationship between instructional content and state standards.

1.1b – Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).

The grade 6 materials provide a detailed "Scope and Sequence" that clearly delineates the number of instructional days allocated per lesson and per TEKS, allowing teachers to plan with precision. The "Scope and Sequence" is structured to align with weekly time allotments, ensuring appropriate pacing and coverage of standards throughout the academic year. For example, the material designates 10 instructional days to the concept of "Rational Numbers," supporting intentional planning and focused instruction.

A year-long pacing guide further enhances this structure by summarizing the content standards addressed in each unit and outlining the suggested number of instructional days per topic. The "Scope Calendar" also integrates essential planning resources, pacing recommendations, practice opportunities, and aligned assessment options for every scope. These components collectively help ensure a coherent and consistent instructional trajectory that promotes student mastery of mathematical concepts.

To support adaptability across different school calendars, "Various Instructional Calendar Options" provides suggestions for modifying the number of instructional days, noting that teachers can add or remove activities to accommodate 165- or 180-day instructional calendars. This flexibility allows educators to adjust pacing while maintaining fidelity to the scope and rigor of the curriculum.

1.1c – Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.

The materials include a table that illustrates the learning progression. For example, in grade 6, the sequence begins with the place value of whole numbers as a foundation for understanding number relationships, followed by comparing and ordering numbers. The materials explain the progression, outline the purpose of each unit, and clarify how the sequence supports connections to past and future learning.

The "Teacher Toolbox" includes a course rationale, which outlines the focus areas of the materials, their sequencing, and their correlation with the TEKS. The grade 6 course "Implementation Guide Rationale" includes a table depicting the progression within and across the major mathematical topics in grade 6.

The "Grade 6 Course Rationale" includes a table outlining the major math topics for the grade level. For example, the information states, "Instructional time will be focused on four areas . . . the areas of focus emphasize the connections among the major mathematical topics throughout the instructional year." The "Grade 6 Course Rationale for Scope Order" explains how concepts will be learned and connected throughout the course. For example, the "Compare and Order Numbers" scope builds on the concept of place value by teaching students to compare and sequence multi-digit whole numbers."

1.1d – Materials include protocols with corresponding guidance for unit and lesson internalization.

Each grade 6 scope includes a "Content Support" and a video section, which provides an overview of the unit. This section lists the content standards addressed, background knowledge content, possible misconceptions and obstacles, key terms to know, mathematical process standards, and a progression of the unit, showing how concepts build on each other. Each scope includes an outline of the standards, vocabulary, misconceptions, background knowledge, and processing skills. Materials include scaffolded instructional guides to help the teacher address the needs of the students.

In grade 6 scopes, materials include processes for previewing the unit to understand key standards, unit objectives, vocabulary, and assessments. The materials for grade 6 include processes for teachers to understand the unit's learning sequence by identifying concepts and the learning progression. For example, within the "Future Planning" unit, the "Teacher Guide" includes a detailed summary of the lesson progression, a correlation with TEKS, and a description of each part of the lesson.

Each concept in the grade 6 materials includes a "Content Support" section, which guides unit internalization. For example, in the "Ratios, Rates, and Unit Rates" unit, the "Content Support" outlines information such as "Background Knowledge," "Misconceptions and Obstacles," and "Terms to Know." It gives examples of what students will learn in this unit. Each concept in the grade 6 materials includes a "Suggested Scope Calendar" incorporating guidance for lesson internalization.

1.1e – Materials include resources and guidance for instructional leaders to support teachers with implementing the materials as designed.

The grade 6 materials provide evidence of structured support for teachers to guide math instruction. In the "Curriculum Design" section, the includes a section titled "Administration and Instructional Coaches Support" with tools such as "Scope and Sequence," "Planning Guides," and "Teacher Preparation" resources. These tools help align instruction with program goals.

The "Implementation Guide" outlines best practices in the "Teacher Toolbox" section, which includes planning recommendations and instructional strategies. For example, each unit's "Teacher Preparation and Planning Guidance" section offers support for lesson internalization. This guidance ensures teachers understand the content progression to deliver aligned lessons.

The "Advocating Best Practices" section provides teachers with research-based strategies to support fluency and instructional consistency. Teachers can use real-time resources such as suggested calendars and scheduling tools to incorporate daily fluency routines into the instruction.

1.2 Unit-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	All criteria for guidance met.	2/2
1.2b	All criteria for guidance met.	2/2
—	**TOTAL**	4/4

1.2a – Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.

Each scope outlines essential background knowledge from previous years, helping teachers understand how learning builds on new learning.

The material includes the academic vocabulary necessary to teach the unit concepts effectively. In grade 6, the vocabulary and definitions of key concepts covered in the unit, such as *absolute value*, *less than*, *opposite number*, etc., can be found in the unit's "Terms to Know" sections. The material includes a visual vocabulary with definitions to help students understand unit concepts and develop a deeper understanding of the academic vocabulary. In grade 6, the picture vocabulary provides visual representations and definitions of key terms, such as rational numbers.

In each unit's "Engage" section, materials provide an overview of previously taught concepts and strategies. For example, in grade 6, the "Engage" section of the – unit includes "Accessing Prior Knowledge." This part outlines an activity that describes the necessary materials, preparation, and procedures for teachers to assess students' background knowledge relevant to the topic covered within the unit. The "Explain" part of each unit includes activities for students to use their linguistic and cultural background knowledge to support connections to vocabulary and concepts.

The grade 6 materials include evidence of comprehensive unit overviews that provide background content knowledge necessary to teach concepts in the unit effectively. For example, the "Content Support" section of the unit "Rational Numbers" describes background knowledge students should have before grade 6. The grade 6 materials include evidence of comprehensive unit overviews that provide the academic vocabulary necessary to teach concepts in the unit effectively. For example, the "Content Support" section of the unit "Rational Numbers" outlines "Terms to Know" with the vocabulary needed for this unit.

1.2b – Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

Each scope includes a "Take Home Letter" with the concepts students are learning in class and offers a selection of activities to reinforce those concepts at home. In Scope 6.2abcd, the "Take Home Letter"

provides practical ideas and everyday examples for families to help students apply the concept of negative numbers in real-life situations. Materials include a list of academic vocabulary used in the unit for families to reinforce with their students at home. In Scope 6.2abcd, the "Take Home Letter" provides a list of concepts in Spanish, such as greater than, inequality, and whole numbers, to facilitate guardians' understanding of the concepts being taught in the classroom.

In the "Home" section of each unit, materials include a "Take Home Letter" section in English. This letter includes a "breakdown of the concepts the student is learning in class to practice the concepts at home." In the unit "Triangles," students practice solving problems at home, drawing triangles when given specific angle measures, and determining missing angle measures. In the "Home" section of each unit, materials include a "Take Home Letter" section in Spanish. This letter explains the concepts the student is learning in class to facilitate practicing mathematical terms in Spanish at home. For example, in the "Triangle Properties" unit, students can practice terms like *ángulo*, *lado*, and *propiedad* with family support.

The grade 6 materials include evidence of support for families in English for each unit, with suggestions on supporting their students' progress. For example, the "Integer Operations" unit in the grade 6 "Scopes" section includes a "Take Home Letter" in English, which outlines information about the unit as well as activities to try at home and reinforce new learning. The grade 6 materials include evidence of support for families in Spanish for each unit, with suggestions on supporting their students' progress. For example, the "Integer Operations" unit in the grade 6 "Scopes" section includes a "Take Home Letter" in Spanish, which outlines information about the unit as well as activities to try at home and reinforce new learning.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	All criteria for guidance met.	7/7
1.3b	All criteria for guidance met.	3/3
1.3c	All criteria for guidance met.	1/1
—	**TOTAL**	11/11

1.3a – Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson (aligned with the TEKS and the ELPS).

The "Instructional Builder" provides all the necessary materials, background knowledge, and a hook to engage students, which is crucial for a practical and meaningful lesson. The slideshow is attached with guiding questions to foster a productive struggle within group discussion.

The grade 6 Scope includes a "Foundation Builder" within the "Engage" section. This part describes the corresponding unit, required materials, preparation steps, and procedures, listing teacher and student materials necessary to effectively deliver the lesson. A scope calendar is provided for all grade 6 units, such as multiplying decimals. It includes daily manipulatives and materials for each lesson. The materials offer guidance and recommendations regarding the timing of lesson components, including the duration allocated for whole-group instruction, small-group activities, independent practice, and assessment options.

The grade 6 materials demonstrate evidence of the teacher and student materials necessary to deliver the lesson effectively. In the "Numerical Expressions" unit in grade 6, the "Explore" tab's activity "Grouping Symbols" includes information for the teacher that lists materials needed for that lesson for students, as well as a "Preparation" section to support the teacher in preparing the materials for the lesson. The grade 6 materials include evidence of suggested timing for each lesson component. For the "Numerical Expressions" unit, the "Suggested Scope Calendar" has a breakdown of each day of the unit. Within that breakdown is a suggested lesson pacing, such as Day 1, which suggests 5–10 minutes for the "Warm-Up Options," 15 minutes for the "Whole Group," 30–45 minutes for the "Small Group," and 15 minutes for the "Assessment Options."

1.3b – Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson, and the suggested timing for each lesson component.

Each daily lesson includes a list of materials the teacher will need to effectively teach each lesson component. Each daily lesson includes a list of materials the student will need. The suggested timing for each lesson component is included in the "Suggested Scope Calendar."

The grade 6 "Scope" includes a "Foundation Builder" within the "Engage" section. This part describes the corresponding unit, required materials, preparation steps, and procedures, listing teacher and student materials necessary to effectively deliver the lesson. A scope calendar for all grade 6 units, such as "Triangle Properties." It includes daily manipulatives and materials for each lesson. The materials offer guidance and recommendations regarding the timing of lesson components, including the duration allocated for whole-group instruction, small-group activities, independent practice, and assessment options.

The grade 6 materials demonstrate evidence of the teacher and student materials necessary to deliver the lesson effectively. For example, in the "Area and Volume" unit in grade 6 in the "Elaborate" tab, the activity "Fluency Builder–Area and Volume" includes information for the teacher, which lists materials needed for that lesson for students, as well as a "Preparation" section aimed at supporting the teacher in preparing the materials for the lesson. The grade 6 materials include evidence of suggested timing for each lesson component. For example, in the "Area and Volume" unit, the "Suggested Scope Calendar" has a breakdown of each day of the unit. Within that breakdown, there is a suggested pacing of the lesson, such as Day 2, which suggests 5–10 minutes for the "Warm-Up Options," 20–30 minutes for the "Focus Lesson," 10 minutes for the "Closure and Formative Assessment Options," and 10 minutes for the "Independent Work and Homework Options."

1.3c – Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

Each scope contains an intervention tab with activities and materials to support students requiring additional assistance. It also includes an "Acceleration" section with activities and materials designed to deepen understanding for students who have mastered the content.

The grade 6 scopes include materials with an acceleration component to engage students in activities to deepen their understanding of the content and its applications. Each unit includes a "Create Your Own" activity, an open-ended task that challenges students to utilize their newly acquired skills to create something. The grade 6 curriculum scopes include materials with an elaboration component tab designed to engage students in activities to deepen their understanding of the content and its applications. Each unit contains a "Fluency Builder," consisting of independent and partner games and other activities that allow students to practice the new concepts.

In the grade 6 materials, each unit includes a "Scaffolded Instruction Guide" that guides the effective use of lesson materials for extended practice. For example, the "Algebraic Expressions" unit has information on what materials can be used based on student data and performance. For students at 80–100 percent, there are three suggested activities for extension. In the grade 6 materials, each unit includes an "Acceleration" section that guides the effective use of lesson materials for extended practice. The "Acceleration" tab in the "Algebraic Expressions" unit includes several activities with descriptions for teachers to provide an extension of student learning.

2. Progress Monitoring

Materials support educators in effective implementation through frequent, strategic opportunities to monitor and respond to student progress.

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	All criteria for guidance met.	9/9
2.1b	All criteria for guidance met.	2/2
2.1c	All criteria for guidance met.	2/2
2.1d	All criteria for guidance met.	6/6
2.1e	All criteria for guidance met.	2/2
—	**TOTAL**	21/21

2.1a – Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.

The grade 6 instructional materials incorporate diagnostic, formative, and summative assessments aligned with the Texas Education Agency's (TEA) standards for varied and purposeful evaluation throughout the learning progression. Diagnostic assessments are embedded at the unit level under the "Engage" tab, where tools such as the "Accessing Prior Knowledge" section, "Foundation Builder," and "Hook" identify students' readiness. In the "Integer Operations" unit, students engage in open-ended questions, real-world application tasks, and problem-solving challenges to uncover prior understanding before instruction begins. Similarly, Scope 6.11A utilizes a "Four Corners" strategy for students to select coordinate grid images, justify their reasoning, and discuss in complete sentences. This procedure allows teachers to detect misconceptions and determine the need for scaffolding before the core lesson.

Formative assessments in the materials are designed to support instructional decisions and track student learning progression. For instance, each unit contains a "Skills Quiz" in the "Evaluate" section, such as the "Integer Operations Quiz," which teachers can administer individually or in small groups to assess concept fluency. On Day 3 of the "Integer Operations" unit the "Suggested Scope Calendar" includes formative options like spiraled reviews, choice boards, and interactive vocabulary practice, each offering different task types to monitor student understanding continuously. In Scope 6.11A, True/False discussions following the diagnostic task further reinforce formative practices by prompting students to articulate reasoning and consolidate understanding ahead of new content.

Summative assessments are also varied and strategically placed at the lesson and unit levels to evaluate mastery of grade-level standards. The "Integer Operations" unit concludes with an "Evaluate" section that includes a "Standards-Based Assessment," "Skills Quiz," and "Technology-Enhanced Questions," combining multiple-choice items with open-ended tasks to measure conceptual understanding and

application. Likewise, Scope 5.11A contains a "Standards-Based Assessment" modeled after STAAR formatting, helping students gain familiarity with state assessment structure while enabling teachers to identify students' readiness at the appropriate level of rigor. Materials include open-ended summative assessments, such as the "Mathematical Modeling Task" in the "Rational Numbers" unit, which prompts students to construct mathematical representations and defend their reasoning in writing, preparing them for extended-response questions.

2.1b – Materials include the definition and intended purpose for the types of instructional assessments included.

The grade 6 instructional materials align with standards by incorporating clearly defined diagnostic, formative, and summative assessments throughout each unit to guide instruction and support student learning. Each unit contains a "Suggested Scope Calendar" that identifies assessment types, defines their purpose, and labels them accordingly to support purposeful planning.

Formative assessments are used to monitor student understanding and inform instructional decisions. "Decide and Defend" prompts students to collaborate on open-ended questions, giving the teacher observable data to determine instructional needs. In Scopes 6.2E and 6.3ABE, the observation checklist allows teachers to track student progress during lessons on operations with positive rational numbers. Students use the same tool to reflect on their understanding and set personal learning goals. Teacher directions across lessons include quick checks and instructional routines that provide immediate feedback to support real-time intervention.

Summative assessments evaluate mastery of the TEKS after instruction. For example, in the "Triangle Properties" unit, Technology-Enhanced Questions assess student understanding through formats that are not possible on paper and are labeled as summative. The "Evaluate" section of the "Area and Volume" unit includes standards-based questions and skill quizzes, offering multiple ways to demonstrate learning outcomes.

Diagnostic assessments are clearly defined in the scope overview's "Teacher Guide" and "Evaluate" sections, where teachers find assessment descriptions, procedures, and implementation guidance. The "Divide Decimals" unit offers specific steps for assessment preparation and delivery, ensuring clarity of purpose and effective use. Assessment tools are explicitly identified and described throughout the materials to promote alignment, instructional responsiveness, and student ownership of learning.

2.1c – Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.

The grade 6 instructional materials align with TEA guidelines by providing clearly defined diagnostic, formative, and summative assessments supported with structured teacher guidance to ensure accurate and consistent administration. Each unit includes a "Suggested Scope Calendar" that outlines assessment options, assigns timeframes for completion, and offers recommendations for pacing extended

assessments across multiple days. Teacher-facing tools throughout the materials, such as those found on Day 9 of the "Algebraic Expressions" unit, support the administration of multiple assessment types. Types include "Standards-Based Assessments," "Skill Quizzes," and "Math Modeling Tasks," with suggested durations between 15 and 45 minutes. Scripts and facilitation guides with each assessment promote standardization and ensure that the data collected is valid and actionable across classrooms.

Formative assessments are implemented with guidance to ensure alignment with instructional goals. In the "Algebraic Expressions" unit, the "Skills Quiz" includes detailed preparation steps, facilitation points, and prompts such as "Prompt students to show what they know," which support teachers in evaluating student fluency. On Day 6 of the "Future Planning" unit, materials link to the "Skill Quiz" with procedures for effectively administering a brief, standards-aligned formative task to assess key skills in the scope.

Summative assessments, such as the "Standards-Based Assessment," "Skill Quiz," and "Closure Assessment," measure learning and mastery at the end of instruction. In Scope 6.7BCD, the "Standards-Based Assessment" under the "Evaluate" section includes a defined purpose, materials list, procedures, and a scoring rubric to evaluate student understanding. It also offers examples of when and how to administer the assessment to support fidelity. The "Technology-Enhanced Questions" in the same scope are designed for digital administration, reinforcing consistency in evaluating students using non-traditional formats.

2.1d – Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.

Grade 6 materials embed diagnostic, formative, and summative assessments that align with the TEKS and the specific objectives of each lesson, unit, and course. Each scope is intentionally developed to ensure instructional alignment and clarity of purpose across assessment types.

Diagnostic assessments provide insight into student readiness and prior knowledge. In the "Rational Numbers" unit, an "Observation Checklist" linked in the "Suggested Scope" section supports early identification of conceptual gaps. In addition, the "Accessing Prior Knowledge" section in the "Ratios, Rates, and Unit Rates" unit functions as a planning tool aligned to the standard. These tools include standards, key concepts, and space for teacher observations to guide instructional decisions.

Formative assessments are structured to monitor ongoing progress and support instructional adjustments. In Scope 6.8A, the "Mathematical Modeling Task" provides real-time insight into student understanding of triangle properties, including angle sums and side-length relationships. Additionally, in the "Ratios, Rates, and Unit Rates" unit (6.4BCDEH, 6.5A), Day 3 of the "Suggested Scope Calendar" recommends an "Exit Ticket" aligned to that day's learning objective.

Summative assessments measure student mastery after instruction. In Scope 6.7A, the "Skills Quiz" evaluates how students apply the order of operations and number properties to generate and simplify expressions, directly aligned with standard 6.7A. The "Evaluate" section of the "Rational Numbers" unit

(6.2A–D) and the "Ratios, Rates, and Unit Rates" unit both include "Standards-Based Assessments" containing questions that reflect the TEKS and the unit's objectives. These assessments ensure instructional outcomes are measured with consistency and alignment.

2.1e – Instructional assessments include TEKS-aligned items at varying levels of complexity.

Grade 6 materials embed TEKS-aligned diagnostic, formative, and summative assessments that include multiple-choice, fill-in-the-blank, text-entry, and open-response formats to evaluate mastery across various depths of knowledge. The "Assessments" section provides structured pre-, mid-, and post-assessments and access to an online bank containing technology-enhanced items such as card sorting, griddable, inline choice, and hotspot, allowing students to demonstrate understanding through interactive formats.

For example, the "Texas Math Grade 6 Pre-Assessment" includes 16 multiple-choice, 12 fill-in-the-blank, one griddable, one card sorting, and two HTML-based items aligned to the TEKS. The "Post-Assessment" features 18 multiple-choice, 10 fill-in-the-blank, and two griddable questions designed to measure comprehensive skill acquisition. Within the "Evaluate" section of the "Integer Operations" unit, the materials offer assessments at different levels of complexity. These assessments range from procedural questions to open-ended written responses, such as those found in the "Standards-Based Assessment" containing DOK-2 level items. Similarly, the "Coordinate Planes" unit presents diagnostics using summative tools, including inline choice, multiple responses, and drawing tasks. For instance, the "Mid-Assessment" integrates 21 multiple-choice, five fill-in-the-blank, two card sorting, one griddable, and one drawing item to assess the layered application of skills.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	All criteria for guidance met.	2/2
2.2b	All criteria for guidance met.	1/1
2.2c	All criteria for guidance met.	2/2
—	**TOTAL**	5/5

2.2a – Instructional assessments and scoring information provide guidance for interpreting student performance.

In grade 6, the instructional materials provide teachers with a range of tools to assess and support student learning. The "Evaluate" section has an "Observation Checklist" in Scopes 6.4EFG and 6.5BC, specifically designed for fractions, decimals, and percentages. This list allows teachers to assess students' ability to apply key math standards. The tool helps evaluate students' understanding of concepts such as ratios, benchmark fractions, and equivalent representations. Teachers can use the checklist to observe different learning styles and assess student engagement in higher-order thinking tasks, documenting insights that guide individualized instruction and targeted interventions.

The "Scaffolded Instruction Guide" in the "Home Guide" of any scope further supports teachers in interpreting assessment results and determining the next steps for instruction. This guide enables teachers to identify areas where students may need additional support or enrichment based on performance data, ensuring that instruction is tailored to meet individual student needs. For example, in the "Area and Volume" unit, the materials provide guidance to help teachers connect formulas for parallelograms, trapezoids, and triangles, promoting conceptual understanding and procedural fluency. Scoring information accompanying these assessments also helps educators interpret student performance and make informed decisions regarding further instruction.

The materials also include assessment tools such as rubrics and modeling tasks that support teachers in monitoring student progress. In the "Rational Numbers" unit, the Mathematical Modeling Task and the accompanying rubric help teachers evaluate whether students have mastered key concepts related to understanding, computation, and reasoning. The "Scaffolded Instruction Guide" also provides specific guidance on the next steps, with resources organized by standard and sorted by performance levels, enabling teachers to focus on areas where students need the most support. This guidance ensures that instructional decisions are based on accurate data and aligned with student needs.

2.2b – Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.

The grade 6 instructional materials provide comprehensive tools to assess and respond to student performance, ensuring targeted instruction that addresses individual learning needs. The Scope 6.4EFG

and 6.5BC "Teacher Guide" outlines a structured approach to teaching core content. It contains a visual guide titled "Fractions, Decimals, and Percents: Intervention and Assessment" that helps teachers differentiate instruction based on whether students are still acquiring concepts, approaching mastery, or have already mastered them. This approach is reinforced by the "Supplemental Activities" handout, which offers various options for intervention and enrichment aligned with the core content.

The materials also include specific guidance for assessing and addressing student performance trends, such as the "Teacher Checklist" in the "Intervention-Review and Skills Practice" section of Scope 6.4EFG. This checklist helps teachers align assessments with specific fractions, decimals, and percents skills, supporting data-driven grouping and targeted interventions. For instance, in the "Integer Operations" unit, teachers can use the "Foundation Builder" to address gaps in students' prior knowledge based on assessment trends before moving forward with new lessons. Similarly, in the "Measures of Data" unit, the "Mathematical Modeling Task" encourages students to engage in real-world problem-solving, while the "Tips and Tricks" component fosters whole-class discussions where students justify their reasoning.

Additionally, the "Triangle Properties" unit materials provide clear guidance on how to respond to student performance using the "Scaffolded Instruction Guide." This tool helps teachers plan the next instructional steps based on assessment data, offering suggested activities for different performance levels. For example, students scoring between 80 and 100 percent on 6.8A are encouraged to engage in extension activities. The "Accessing Prior Knowledge" diagnostic assessment helps identify gaps in understanding, and the "Foundation Builder" provides targeted support to fill these gaps before continuing with other parts of the scope, ensuring that all students are appropriately prepared to move forward.

2.2c – Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth.

The grade 6 math materials equip educators with tools to monitor class performance and implement targeted instruction based on formative assessment data. The *Intervention Plan* divides predicted class performance by percentage bands, enabling data-informed grouping and lesson adjustments. In Scope 6.4EFG and 6.5BC, the "Heat Map" visually links quiz items to specific standards using color-coded results, helping teachers quickly identify student needs for remediation or enrichment. This structure supports strategic planning for small-group intervention and pacing adjustments.

Students engage in goal setting and self-reflection through embedded tools that promote ownership of learning. In Scope 6.7A, the "Observation Checklist" in Spanish guides students to evaluate their proficiency in generating equivalent expressions with order of operations and prime factorization. The rubric uses a self-rating scale and prompts students to show their thinking in various formats, helping them identify strengths and areas for growth. Similarly, in the "Bank and Credit" unit, a student handout in the "Evaluate" section includes a rubric that aligns with the standard and prompts students to assess both their conceptual understanding and confidence.

Teachers track ongoing progress through "Observation Checklists" embedded in each unit. In the "Area and Volume" unit, the "Evaluate" section includes a handout that aligns tasks to specific standards and allows for notes on individual performance. The facilitation guide encourages student reflection on learning, directing them to demonstrate understanding and identify improvements. These tools collectively support diagnostic and formative assessment types, allowing teachers to respond precisely to performance trends while empowering students to take an active role in their academic growth.

3. Supports for All Learners

Materials support educators in reaching all learners through design focused on engagement, representation, and action/expression for learner variability.

3.1 Differentiation and Scaffolds

Guidance marked with a (T) refers to teacher-facing components. Guidance with an (S) refers to student-facing components.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.1a	All criteria for guidance met.	3/3
3.1b	All criteria for guidance met.	2/2
3.1c	All criteria for guidance met.	2/2
—	**TOTAL**	7/7

3.1a – Materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

The grade 6 materials include teacher guidance that supports differentiation for students who are not yet proficient in grade-level skills. For example, the "Intervention" section includes a supplemental aids activity where students use open number lines to support conceptual understanding in operations, fractions, and estimation across lessons.

The "Explore" and "Skill Review" sections provide scaffolded lessons based on prior knowledge. For example, in the "Coordinate Plane" unit, "Explore 2" guides students to recall plotting conventions and use number lines to visualize points, reinforcing grade-level content.

The materials reinforce learning through spiraled review and reteaching activities. For example, the "January in Toronto, Canada," activity allows students to revisit grade-level content with a spiraled review. The "Ratios and Unit Rates" unit includes an "Intervention" section with reteaching activities for students who have not mastered skills.

3.1b – Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)

In grade 6, the instructional materials provide frequent, structured opportunities for students to engage in academic discussions with peers, supporting concept development through activities like *charla de matemáticas*. These collaborative conversations are embedded within lessons, introducing new concepts, allowing students to verbalize their thinking, and clarifying understanding through dialogue. For instance, during Scope 6.3BC, students use "Picture Vocabulary" cards related to integer operations, participating in discussions that link visuals to mathematical terms. This structured interaction reinforces content and

supports language acquisition, particularly for emergent bilingual (EB) students, by encouraging rephrasing, personal connections, and visual associations.

The materials further strengthen vocabulary development through pre-teaching supports and embedded tools across all units. Visual strategies like anchor charts and vocabulary charts provide scaffolded learning experiences. For example, in Scope 6.8A, students co-construct an anchor chart of key geometry terms such as *equilátero* and *ángulo recto*, guided by teacher questioning that prompts reflective thinking. Similarly, in the "Ratios, Rates, and Unit Rates "scope, a vocabulary chart clarifies terminology by addressing possible student misconceptions and offering definitions in context.

Additional resources, such as the Interactive Notebook and Foundation Builder activity in the "Triangle Properties" unit, present academic vocabulary in meaningful, mathematical contexts. The "Foundation Builder," for example, distinguishes between common and mathematical uses of the term *grados*, ensuring precise comprehension before instruction begins. These varied strategies illustrate how the materials embed vocabulary instruction to prevent misunderstandings and enhance content mastery.

3.1c – Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skill.

The grade 6 instructional materials provide students with enrichment and extension activities in grade-level content. Activities like "Would You Rather," "Garden Fencing," and "Spiraled Review" prompt students to justify their strategies, compare different approaches, and engage in meaningful discussions. For example, in the "Triangle Properties" unit, the "Would You Rather" task challenges students to evaluate options and support their decisions with mathematical reasoning, encouraging deeper analysis rather than simple computation.

Enrichment and extension tasks further support students who demonstrate proficiency in grade-level content. In Scope 6.8A, the "Would You Rather" activity requires students to analyze triangle properties and perimeter, and then make and defend a mathematical decision, fostering critical thinking. The "Choice Board" in the same scope offers cross-curricular options that connect triangle properties to real-world contexts, such as designing a bird feeder or learning about ramps. These activities are structured to apply mathematical knowledge creatively while deepening understanding through connections to science, careers, and the arts.

The materials also provide teachers with specific guidance for differentiated instruction based on student proficiency levels. The "Suggested Scope Calendar" identifies which students should complete activities such as "Math Today." The "Choice Board" activity challenges students based on mastery of content. These activities integrate math with broader contexts. This consistent structure ensures all students are engaged in rigorous, purposeful tasks tailored to their learning needs.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	All criteria for guidance met.	4/4
3.2b	All criteria for guidance met.	2/2
3.2c	All criteria for guidance met.	3/3
—	**TOTAL**	9/9

3.2a – Materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned.

The grade 6 materials include guidance to support the teacher in modeling and explaining the concepts to be learned. The "Explore 1" activity from the "Coordinate Planes" unit includes explicit dialogue for the teacher to use, such as, "Help students access the task by asking the following guiding questions: How can the cardinal directions help determine how the number lines fit together?" and "Use a meterstick as a model by holding it horizontally and then vertically, demonstrating that the meterstick as a number line is unchanged." The guiding questions also have example student responses.

The "Procedure and Facilitation Points" in the lessons offer explicit prompts to support the teacher in modeling and explaining the concept to be learned. For example, the "Explore 4" activity requires students to solve real-world problems using area and volume formulas. Students use given formulas to find missing dimensions, check their answers, and record their work. The teacher is supported with clear steps, sample explanations, and guiding questions to help model and explain the concepts.

The "Rational Numbers" and "Coordinate Planes" units include "Procedure and Facilitation Points" that include guided questions and potential student responses to help the teacher connect new concepts to prior knowledge. In addition, the "Content Support" section of the unit presents potential misconceptions, visual aids for guidance, and exemplar models that all support the teacher in modeling and explaining the concepts to be learned.

3.2b – Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.

Grade 6 materials include structured teacher guidance that supports effective lesson delivery through a variety of instructional approaches. In Scope 6.12A and 6.13A, "Explore 1," the "Procedure and Facilitation Points" support collaborative data tasks using card sorts, guided questioning, and group reflection.

The "Teacher Guide" includes the guidance and recommendations needed, as well as clear instructional support and recommendations for effective lesson delivery and facilitation. It includes step-by-step guidance, facilitation prompts, and strategies to address misconceptions. The guide supports a variety of

instructional approaches—whole group, small group, intervention, and acceleration—and offers both digital and print formats to meet diverse teaching needs.

The "Instructional Supports" section includes strategies for using manipulatives such as string and counters to construct dot plots and box-and-whisker plots, along with visual models to explain skewed data. For example, it provides scaffolded strategies that recommend manipulatives such as string and counters, visuals like data models, and targeted tips for explaining abstract concepts like skewness and variability. These supports help teachers differentiate instruction and provide clarity around statistical representations.

3.2c – Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

The "Teacher Guide" supplies effective implementation by providing structured opportunities for multiple types of practice, including guided, independent, and collaborative learning. Each lesson includes clear teacher guidance on how to implement these practices within a variety of instructional settings, such as whole group, small group, and individual instruction. The guide outlines when and how to use different strategies, such as hands-on activities, digital tasks, and skill practice, ensuring students engage meaningfully with content while teachers have the support needed for effective implementation.

The "Suggested Scope Calendar" offers recommendations for lesson internalization, grouping transitions, and "Daily Numeracy" routines to support continuous math engagement. For example, in the Represent and "Rational Numbers" unit, the materials outline when and how to transition between whole-group, small-group, and independent activities, ensuring consistent alignment with lesson objectives and student needs.

In "Explore 1," the "Rational Numbers" unit includes guided teacher facilitation, peer-based collaboration, and independent tasks using place value tools. The calendar specifies which activities align with each structure and when to implement them, supporting consistent, flexible instruction.

3.3 Support for Emergent Bilingual Students

An emergent bilingual student is a student who is in the process of acquiring English and has another language as the primary language. The term emergent bilingual student replaced the term English learner in the Texas Education Code 29, Subchapter B after the September 1, 2021 update. Some instructional materials still use English language learner or English learner and these terms have been retained in direct quotations and titles.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	This guidance is not applicable to the program.	N/A
3.3b	All criteria for guidance met.	1/1
3.3c	All criteria for guidance met.	8/8
3.3d	This guidance is not applicable to the program.	N/A
—	**TOTAL**	9/9

3.3a – Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.

This guidance is not applicable because the Spanish program does not require guidance on providing linguistic accommodations.

3.3b – Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

The grade 6 instructional materials provide embedded implementation guidance to support teachers in bilingual/ESL programs. The "Scaffolded Instruction Guide" offers resources outlining key language acquisition principles and strategies. Each lesson and unit includes interactive vocabulary and picture vocabulary, sentence frames, graphic organizers, and practical tips for scaffolding content and language development.

In Scope 6.7BCD, students use their native language and cultural knowledge to understand math concepts such as properties of operations and decimals. The activities incorporate visuals, manipulatives, and instruction across listening, speaking, reading, and writing. Embedded language scaffolds and differentiated material support various language proficiency levels. For example, sentence starters and math-specific vocabulary like *expresión* (expression) and *ecuación* (equation) promote student engagement through real-life discussions and writing tasks.

The "Teacher Toolbox" offers comprehensive implementation guidance. It includes unit-specific TEKS, ELPS standards, and structured discourse activities with bilingual vocabulary and sentence stems. The materials available in both English and Spanish support teachers with implementation guidance through

resources like the "Launch into Grade 6" unit and the "Language Connections" informational video. For example, the informational video states, "The intention of language connections is to keep the math content on grade level while adjusting the language used to communicate with an English Language Learner. The activity includes teacher-facing material and guidance—to meet the language needs of each student."

3.3c – Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

The grade 6 instructional materials support EB students in developing academic vocabulary, enhancing comprehension, building background knowledge, and fostering cross-linguistic connections. For example, the "Vocabulary Review" section in the "Ratios and Rates" unit includes student-friendly definitions, visual representations, and sentence frames that help students internalize key terms such as *unit rate* and *ratio*. Teachers are prompted to use choral reading and structured sentence stems to reinforce proper usage and pronunciation.

The materials support both oral and written discourse with activities using sentence starters, vocabulary-rich discussions, and reflective writing prompts, which allow students to build comprehension. In the "Measures of Data" unit, the "Student Journal" prompts students to respond to questions in writing, reinforcing academic language development by making cross-linguistic connections: "¿Cómo afecta la figura de la gráfica a la media y la mediana?" ("How does the shape of the graph affect the mean and median?").

The materials offer guidance for leveraging students' cultural and linguistic backgrounds to support language and concept development. The "Language Connections" section of the "Explain" tab provides teachers with strategies to help students draw on their prior knowledge, including their home language and cultural experiences. For example, it directs teachers to use multilingual sentence stems and modify tasks by language domain (listening, speaking, reading, and writing) and proficiency level (beginner, intermediate, and advanced). Differentiated handouts and discussion prompts support students in connecting new math concepts to familiar contexts, enhancing both language and content acquisition.

3.3d – If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

This guidance is not applicable because the program is not designed for dual language immersion (DLI) programs.

4. Depth and Coherence of Key Concepts

Materials are designed to meet the rigor of the standards while connecting concepts within and across grade levels/courses.

4.1 Depth of Key Concepts

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.1a	All criteria for guidance met.	2/2
4.1b	All criteria for guidance met.	1/1
—	**TOTAL**	3/3

4.1a – Practice opportunities over the course of a lesson and/or unit (including instructional assessments) require students to demonstrate depth of understanding aligned to the TEKS.

Grade 6 materials embed TEKS-aligned practice and assessments throughout each unit to support student mastery and inform instruction through consistent opportunities to demonstrate conceptual depth.

In Scope 6.11A, students activate prior knowledge during a "Four Corners" activity on graphing ordered pairs, and extend their understanding in "Explore 1" by designing a city on a coordinate plane. In the "Explain" section, they apply their learning by plotting landmarks and completing missing coordinate data. The "Fluency Builder" game in the "Elaborate" section reinforces accuracy in matching coordinate pairs with location descriptions, while the "Evaluate" section includes a "Skills Quiz" requiring students to solve problems involving missing or represented coordinates.

Students engage with TEKS-aligned tasks in the "Future Planning" unit by analyzing college financing options and recording findings in activity charts. The "Positive and Rational Operations" unit includes a "Skills Quiz" to measure fluency with essential concepts. In the Measures of Data unit, students examine dot plots, stem-and-leaf plots, and histograms using baseball statistics to explore data shape and center, and in "Explore 3," an "Exit Ticket" asks them to justify reasoning with categorical data. These experiences align instruction with the TEKS while providing data to guide instructional decisions and deepen long-term mathematical understanding.

4.1b – Questions and tasks progressively increase in rigor and complexity, leading to grade-level proficiency in the mathematics TEKS.

Grade 6 materials align with the TEKS and guide students through questions and tasks that gradually increase in rigor to develop deep mathematical understanding. In Scope 6.8A, students begin by identifying types of angles using a matching activity, then apply the triangle inequality theorem, calculate missing angles using the 180° rule, and explore side–angle relationships, deepening geometric reasoning through layered tasks. In Scope 6.14GH, students classify financial concepts through interactive prompts,

explain college funding methods, and calculate long-term income across careers, applying mathematical reasoning to real-world financial contexts.

In the "Explore" section of the "Banking and Credit" unit, students maintain a check register by identifying deposits and withdrawals while comparing account types in a hands-on setting. The "Fluency Builder" in this unit challenges students to correct errors in financial problem-solving, promoting conceptual precision. "Triangle Properties" "Explore 2" tasks students with drawing triangles using multiple tools and technologies. Students must also progress through questions from noticing vertex arrangements to drawing conclusions about angle–side relationships, with journal entries used for reflection.

In "Explore 3," students use geoboards and protractors to investigate how side lengths relate to angle sizes. They justify their reasoning with drawn models and structured guiding questions that move from identification to analytical comparison. Each activity supports the progressive development of TEKS-aligned skills necessary for grade-level proficiency.

4.2 Coherence of Key Concepts

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.2a	All criteria for guidance met.	1/1
4.2b	All criteria for guidance met.	3/3
4.2c	All criteria for guidance met.	4/4
—	**TOTAL**	8/8

4.2a – Materials demonstrate coherence across units by explicitly connecting patterns, big ideas, and relationships between mathematical concepts.

The grade 6 materials demonstrate coherence across units by purposefully linking mathematical concepts through recurring patterns and aligned ideas that build across the year. In the "Rationale for Scope Order," the "Fractions, Decimals, and Percents" scope reinforces students' understanding of rational numbers and supports future learning in proportional reasoning and financial literacy, following demonstrated proficiency in all four operations. The "Course Rationale" outlines how operations with integers, ratios, expressions, and data representation connect across units; for instance, understanding ratios lays the foundation for solving equations and interpreting real-world relationships in data.

In Scope 6.8A, the "Content Support" section highlights vertical alignment by extending students' prior knowledge of triangle classification from grade 5 to more advanced work with angle sums and relationships in grade 6. The "Triangle Properties" scope deepens this reasoning, helping students transition from classification to solving equations involving angle measures.

The "Growth Measurement Pre-Assessment" and accompanying "Heat Map" support diagnostic assessment by aligning questions to TEKS and prior grade-level standards, helping teachers connect incoming knowledge to current learning goals. The "Measures of Data" scope continues this coherence by building directly on standard 6.13A from an earlier unit, reinforcing the continuity of concepts over time and strengthening conceptual understanding through meaningful connections.

4.2b – Materials demonstrate coherence across units by connecting the content and language learned in previous courses/grade levels and what will be learned in future courses/grade levels to the content to be learned in the current course/grade level.

The grade 6 materials demonstrate coherence across units by purposefully linking prior knowledge, current instruction, and future learning through consistent academic vocabulary, vertical alignment, and scaffolded review. Spiraled reviews reinforce previously taught content from earlier grades or units, enabling students to recall essential concepts and apply them flexibly across mathematical tasks. Data Science lessons enhance this progression by offering blended learning that builds cumulatively and connects topics over time.

The "Teacher Guide" under each scope's "Home Tab" explicitly supports coherence through vertical alignment. For example, in Scope 6.8A, students build on fifth-grade experiences classifying two-dimensional figures and triangles to develop more advanced geometric reasoning that prepares them for seventh-grade work with equations and angle relationships. This vertical connection ensures students deepen their understanding through repeated exposure to foundational concepts.

The "Content Support" section further reinforces coherence by using familiar mathematical terms. In Scope 6.8A, students expand their use of vocabulary such as "classify," "attributes," and "two-dimensional figures" from earlier grades to explore new concepts like angle relationships and solving for unknowns. The "Triangle Properties" unit demonstrates how this intentional vocabulary progression helps students better access complex content. Its "What concrete words should students know?" section lists terms introduced in earlier grades, such as *acute angle* and *length*, which now support expanded reasoning with geometric properties.

The "Area Conversions" unit integrates past and present content by referencing prior knowledge in its "Content Unwrapped" section, which outlines how earlier experiences solving area problems inform current instruction. The vertical alignment chart shows how students progress their understanding of solving for area into converting units in grade 6, with a trajectory toward future applications. In the "Triangle Properties" unit, the "Coming Attractions" section shows how current learning prepares students for seventh grade, where they write and solve equations using geometry and justify reasoning through informal arguments. These structures ensure students continually revisit and build upon core mathematical ideas across the year.

4.2c – Materials demonstrate coherence at the lesson level by connecting students' prior knowledge of concepts and procedures from the current and prior grade level(s) to new mathematical knowledge and skills.

The grade 6 materials demonstrate coherence at the lesson level by intentionally connecting prior knowledge to new learning through structured supports and strategically designed activities. "Content Support" equips teachers with concepts from prior years and guides them in applying "Process Standards" aligned to the current TEKS, ensuring instructional decisions reflect a deep understanding of vertical alignment. In Scope 6.8A, the "Match Around the Room" activity engages students in identifying acute, right, and obtuse angles to reactivate knowledge of triangle properties and classify angles, preparing them for deeper geometric reasoning.

Scope 6.14ABCDEF features "Two Truths and a Lie," which prompts students to analyze statements about financial literacy, revealing misconceptions and reinforcing understanding of practical applications such as comparing payment methods. In the "Area and Volume" unit, students recall how to find the volume of rectangular prisms based on prior instruction and apply that understanding to calculate the volume of right rectangular prisms.

In the "Two Variable Relationships" unit's "Explore 3" lesson, students transfer prior learning to new skills by identifying independent and dependent variables, writing equations, and interpreting graphs. Facilitation questions such as "¿Cómo puedes determinar la ecuación para . . . ?" guide them in drawing direct connections between previously learned concepts and the introduced mathematical relationships. These activities support both formative assessment and conceptual development by reinforcing academic vocabulary, prompting reflection, and deepening understanding across multiple mathematical strands.

4.3 Coherence and Variety of Practice

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.3a	All criteria for guidance met.	4/4
4.3b	All criteria for guidance met.	4/4
—	**TOTAL**	8/8

4.3a – Materials provide spaced retrieval opportunities with previously learned skills and concepts across lessons and units.

Grade 6 materials embed retrieval practice through "Daily Numeracy Routines" and "Mathematical Fluency Blocks," strategically returning to previously learned skills across units and lessons to reinforce understanding and strengthen retention. In Scope 6.2ABCD, students begin by classifying rational numbers using a visual organizer. They later revisit the concept by comparing values on number lines and interpreting absolute value, reinforcing their grasp of rational number relationships. In Scope 6.2E, students recall and apply their earlier understanding of fractions while modeling multiplication and reasoning about the size of products.

In the "Explore 2" lesson of "Angles in Triangles," students retrieve prior knowledge of angle measurement as they draw and analyze triangles using multiple tools and technologies to confirm that the sum of interior angles equals 180°, deepening conceptual fluency. Similarly, in "Explore 1" of the "Coordinate Planes" unit, instructional support prompts teachers to use a meterstick vertically and horizontally to help students visualize the y-axis as a number line, reconnecting to foundational number line concepts from earlier grades.

In the "Area and Volume" unit, "Explore 4" reinforces spacing by prompting students to apply prior lessons on volume formulas, supported by facilitation questions such as, "¿Cómo puedes usar la fórmula para verificar que la dimensión faltante que encontraste es correcta?" In the Two-Variable Relationships unit, "Explore 3" revisits content from Equations and Inequalities by engaging students in writing equations to model real-world relationships, aided by reflective prompts like "¿Cómo puedes escribir una ecuación cuando se da un gráfico?" This layered retrieval approach strengthens mathematical connections across content and assessments.

4.3b – Materials provide interleaved practice opportunities with previously learned skills and concepts across lessons and units.

The grade 6 materials embed interleaved practice through consistently integrating current and previously learned concepts across lessons and units, supported by "Math Chats," "Skill Quizzes," "Reviews," "Strategy Choice Tasks," and "Intervention Activities." In Scope 6.2ABCD, students use a visual organizer to classify rational numbers, then apply this understanding in Scope 6.2E when modeling fraction multiplication and reasoning about product size, reinforcing conceptual connections across units. The

"Two-Variable Relationships" unit includes "Interactive Notebooks" for note-taking and class processing, which students use as references during independent work. The "Spiraled Review" titled "Building a Bench" revisits grade-level content and supports skill retention through warm-up discussions and targeted strategy checks.

The "Fractions, Decimals, and Percents" unit provides real-world connections through a "Choice Board" that revisits modeling strategies for fractions and decimals and solving percent expressions. The "Represent and Interpret Data" unit deepens interleaved practice by incorporating prior strategies from "Coordinate Planes," "Multiply Decimals," and "Fractions, Decimals, and Percents" in the "Spiraled Review" section, enabling students to strengthen understanding through repeated, varied exposure.

5. Balance of Conceptual and Procedural Understanding

Materials are designed to balance conceptual understanding, procedural skills, and fluency.

5.1 Development of Conceptual Understanding

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.1a	All criteria for guidance met.	3/3
5.1b	All criteria for guidance met.	1/1
5.1c	All criteria for guidance met.	1/1
—	**TOTAL**	5/5

5.1a – Questions and tasks require students to interpret, analyze, and evaluate models and representations for mathematical concepts and situations.

In Scope 6.12A and 6.13A, "Explore" tab, students analyze dot plots and stem-and-leaf plots, compare data spreads, describe skew, and interpret the impact of data context and distribution. For example, students engage with dot plots and stem-and-leaf plots to evaluate data distribution. Students compare spreads, describe skewness, and interpret how context influences data display.

In the "Fractions, Decimals, and Percents" unit, students use percent models to convert and compare values across representations. For example, students use the "Percent Work Mat" to model conversions between representations. The "Student Journal" includes tasks that require fraction strips and hundreds grids, while the "Exit Ticket" prompts students to reason about percent estimation using benchmark values. These tools help students evaluate models and justify mathematical conclusions across various contexts.

In the "Angles and Volume" unit, students match real-world area and volume scenarios with diagrams and justify the solution strategy and reasoning. For example, the "Foundation Builder" activity requires students to match area and volume scenarios with diagrams and explain their solutions. Students also create custom problems, reinforcing conceptual understanding.

5.1b – Questions and tasks require students to create models to represent mathematical situations.

The grade 6 materials provide consistent opportunities for students to create models that represent mathematical situations. In Scope 6.12A and 6.13A, the "Explore 2" "Exit Ticket" prompts students to organize real-world data into histograms, requiring them to group values into intervals and represent the data in a structured bar graph. The "Evaluate" section's "Skills Quiz" extends this by asking students to interpret data within a box plot, reinforcing statistical reasoning through visual representation.

The "Integer Operations" unit uses two-color counters as tangible tools for building representation models. In the "Explore" section, the "Student Journal" includes tasks where students use the counters,

draw the models, and write matching expressions. In the "Explain" section, the "Student Handout" further asks students to reflect on how the models helped them visualize the problem and derive a solution. These activities ensure students consistently use physical and visual models to express mathematical reasoning.

The "Elaborate" section of the "Area and Volume" unit engages students in constructing physical models by building shapes with defined dimensions and finding the area of irregular figures using smaller, regular shapes. The student handout provides an interactive simulation that supports hands-on modeling. In the "Banking and Credit" unit, the "Engage" section's Balancing a Checkbook activity uses a practical scenario where students model financial transactions, reinforcing real-world applications through data tables and numerical modeling.

5.1c – Questions and tasks provide opportunities for students to apply conceptual understanding to new problem situations and contexts.

The grade 6 materials contain multiple examples of questions and tasks that allow students to apply conceptual understanding to new problem situations and contexts. In Scope 6.11A, the "Explain" section of "Show What You Know" asks students to interpret and plot coordinate points, identify quadrants, and connect coordinates to specific locations in a city. In Part 2 of the same section, students complete a table and a graph while applying knowledge of positive and negative values across all quadrants.

In the Ratios, Rates, and Unit Rates unit, "Explore 4" tasks promote conceptual transfer and decision-making in unfamiliar problems. For example, in the "Compare Ratios and Use Rates to Make Predictions" activity, students use various representations to compare quantities and forecast outcomes. The interactive practice "All the Marbles" requires students to analyze and predict marble positions using their understanding of unit rates and ratios.

In "Explore 2" of The "Triangle Properties" unit, students analyze triangle types and use angle classification to solve unknown angle problems. Teacher guiding questions prompt reasoning and justification of methods. In the "Area and Volume" unit, the "Explore" section includes a scenario-based task where students model a garden, label dimensions, write the formula, and calculate area.

5.2 Development of Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.2a	All criteria for guidance met.	2/2
5.2b	All criteria for guidance met.	3/3
5.2c	All criteria for guidance met.	3/3
5.2d	All criteria for guidance met.	1/1
—	**TOTAL**	9/9

5.2a – Materials provide tasks that are designed to build student automaticity and fluency necessary to complete grade-level tasks.

The grade 6 materials provide structured opportunities to build mathematical fluency and efficiency through targeted activities, such as "Spiraled Reviews" and "Explore" sections. "Spiraled Reviews" reinforce essential concepts, like integer operations, while "Explore" sections promote critical thinking and problem-solving. These components allow students to remain engaged in deeper learning without interruption due to foundational computation gaps.

Instructional tasks within "Elaborate" tabs, including "Fluency Builder" and "Spiraled Review," support repeated practice with grade-level content. Activities in Scope 6.7A engage students in comparing rational numbers, creating equivalent expressions, and analyzing mathematical reasoning. Repetition and justification strengthen understanding, improve accuracy, and enhance the ability to apply operations in varied contexts.

Fact fluency lessons focus on operations with decimals through hands-on activities. Tasks, such as the "Domino" activity in "Mathematical Fluency–Hundredths," require students to compute decimal expressions and match solutions. "Daily Numeracy" routines, including "Blank Number Line" and "Math Mystery," reinforce understanding of rational numbers, coordinates, and operations. Embedded progress trackers provide ongoing data for monitoring student fluency development.

5.2b – Materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures within the lesson and/or throughout a unit.

The grade 6 "Engage" sections at the beginning of each scope help students to practice the efficient and flexible application of mathematical procedures. Students activate reasoning and procedural thinking through exploration and modeling. For example, in the "Integer Operations" unit, students use two-color counters and number lines to explore addition and subtraction of integers. These tools allow students to build accurate conceptual models and apply procedures flexibly.

The "Fluency Builder" allows students to practice efficient, flexible, and accurate mathematical procedures throughout each unit. The activities help students refine procedural accuracy while applying flexible strategies in more complex contexts. In the "Rational Numbers" unit, students use number lines and standard algorithms to add and subtract positive and negative decimals. Tasks emphasize attention to sign and place value, supporting accurate and efficient computation.

The "Teacher Toolbox" and lesson components offer daily opportunities to apply mathematical procedures efficiently and flexibly. The lessons provide structured opportunities for reasoning and fluency using standard algorithms efficiently. For example, the "Daily Numeracy" activities include dividing multi-digit numbers, performing decimal operations, and identifying patterns. Lessons such as "Explore 6" and "Show What You Know," promote strategy use through number lines, benchmark fractions, and real-world applications.

5.2c – Materials provide opportunities for students to evaluate procedures, processes, and solutions for efficiency, flexibility, and accuracy within the lesson and throughout a unit.

The grade 6 materials provide structured opportunities for students to refine problem-solving strategies using visual and hands-on tools, such as two-colored counters, drawings, and written explanations. These methods support conceptual understanding and build fluency with integer operations. Tasks guide students in evaluating their thinking and adjusting approaches to improve mathematical confidence and accuracy across units.

Scope 6.7BCD materials have embedded mathematical procedural strategies across lessons that engage students in analyzing mathematical vocabulary, comparing variable expressions, and interpreting ratio relationships. Lessons prompt students to select efficient strategies, justify reasoning, and explore multiple solution pathways. Repeated problem structures and varied scenarios promote flexibility and precision in mathematical thinking.

The "Rational Numbers," "Integer Operations," "Equivalent Numerical Expressions," and "Ratios, Rates, and Unit Rates" units include teacher-guided questions that prompt evaluation of efficiency, flexibility, and accuracy. Students analyze the classification of numbers, track the order of operations, and compare proportional relationships using models and symbolic reasoning.

5.2d – Materials contain embedded supports for teachers to guide students toward increasingly efficient approaches.

The grade 6 materials in scope 6.9ABC include embedded support that helps teachers guide students toward increasingly efficient approaches. For example, the "Procedure and Facilitation Points" provide structured steps, scripted questions, and visual models as students solve equations in real-world contexts involving amusement park prices. These supports help students build equation-solving skills by connecting models to procedures, allowing them to develop and apply efficient problem-solving strategies.

"Explore 3" materials offer embedded supports designed to foster efficiency. Teachers receive scaffolded questions that emphasize the use of inverse operations and equation models to isolate variables. These tools guide students toward accuracy and fluency by promoting strategic reasoning and a consistent, step-by-step approach. For example, in the "Integer Operations" unit, students use number lines to solve problems with positive and negative integers, while guiding questions reinforce reasoning through equivalent expressions and inverse relationships.

The "Rational Numbers" and "Coordinate Planes" units offer embedded support design. In the "Rational Numbers" unit, the "Scope Summary" describes students' use of number lines and Venn diagrams to classify and compare values in real-world contexts. Guiding questions prompt students to describe number placement and determine intervals for inequalities. In the "Coordinate Planes" unit, teacher facilitation includes group-based graphing tasks, helping students apply coordinate reasoning to real-world mapping scenarios. These supports collectively advance student understanding and guide learners toward more efficient, reasoning-based approaches.

5.3 Balance of Conceptual Understanding and Procedural Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.3a	All criteria for guidance met.	2/2
5.3b	All criteria for guidance met.	3/3
5.3c	All criteria for guidance met.	6/6
—	**TOTAL**	11/11

5.3a – Materials explicitly state how the conceptual and procedural emphasis of the TEKS are addressed.

The grade 6 materials explicitly support students' connections between concrete and representational models and abstract mathematical concepts. For example, the "Explore" activities use fractions and decimals with visual models such as strip diagrams and double number lines. Also, the "How to Use STEMscopes Texas Math" video explains how hands-on, teacher-facilitated lessons guide students from physical models to abstract representations, reinforcing both processes and concepts.

"Content Unwrapped" and "Implications for Instruction" material advise using tools like Venn diagrams and number lines to teach rational numbers and opposites, addressing misconceptions and emphasizing meaning over memorization. The "Teacher Guide's" symbols transition from understanding relationships to applying mathematical procedures. For example, in the "Rational Numbers" unit, teachers are advised to use Venn diagrams, number lines, and counters to help students understand the concept of opposites and the placement of integers on a number line. These strategies help correct common misconceptions and prioritize meaning over memorization.

The "Ratios, Rates, and Unit Rates" unit identifies verbs and terms essential to student understanding, clarifying expectations. The "Implications for Instruction" section emphasizes using models, diagrams, and scaling to solve proportion problems. For example, the materials identify critical verbs and academic language to guide instruction. Teachers are encouraged to use models, tables, and scaling to promote reasoning about ratios, reinforcing the importance of proportional relationships and visual strategies. In the "Multiplying Fractions" unit, students use rulers, fraction tiles, and geometric area models to develop procedural fluency within meaningful, real-world contexts. Using manipulatives and pictorial models allows students to conceptually understand multiplication before applying algorithms.

5.3b – Questions and tasks include the use of concrete models and manipulatives, pictorial representations (figures/drawings), and abstract representations, as required by the TEKS.

The grade 6 materials provide structured opportunities for students to move from concrete to abstract representations. For example, in the "Representing Ratios and Rates" unit, the "Content Unwrapped" and "Dissecting the Standard" sections include key conceptual vocabulary and progression, guiding students

to understand ratios through concrete tools like counters and number lines, pictorial models such as ratio tables and double number lines, and symbolic representations.

"Implications for Instruction" explains how students build on prior knowledge of fractions and proportional reasoning from grade 6 to connect to more complex ratios and unit rates. Students use manipulatives and visual models before transitioning to writing ratio notation and solving problems abstractly.

The "Operations with Integers" unit states that students first explore integer concepts using number lines and two-color counters to model positive and negative values before applying integer rules. The "How to Use STEMscopes Texas Math" video reinforces this approach, emphasizing that students begin with physical models, move to pictorial representations such as vertical and horizontal number lines, and then apply symbolic representations through expressions and equations.

5.3c – Materials include supports for students in connecting, creating, defining, and explaining concrete and representational models to abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS.

The grade 6 "Explore" activities provide explicit opportunities for students to use concrete models to build connections with symbolic and numerical concepts, as required by the TEKS. For example, in Scope 6.8A, "Explore 1," students physically construct triangles using straws, then create pictorial representations, and record their observations in journals. They apply the triangle inequality theorem by analyzing side lengths and justifying their conclusions through reflection and guiding questions. This approach helps students build, describe, and explain the relationships between hands-on models and abstract mathematical ideas.

The materials provide structured guidance to help students connect, create, and define abstract algebraic concepts through concrete and visual models. For example, in Scope 6.7BCD, "Explore 2," students use linking cubes to represent variables and coefficients in algebraic expressions. They learn formal definitions, draw corresponding models in their journals, and write or simplify expressions. This concrete-to-abstract progression supports the TEKS expectations for students to understand and explain algebraic structure through hands-on activities and symbolic notation.

In the "Algebraic Expressions" unit, students translate verbal sentences into equivalent algebraic expressions and explore properties such as commutativity during "Explore" activities. Later, in the "Elaborate" section, students use concrete instructional sheets to systematically work through problems in collaborative, real-world problem-solving tasks. In the "Two-Variable Relationships" unit, students investigate additive and multiplicative comparisons using concrete objects or pictures, interpret graphs and tables, and respond to guiding questions to explain mathematical relationships. The option to use manipulatives in the "Explain" section further supports students' ability to connect models with abstract representations, as required by TEKS.

5.4 Development of Academic Mathematical Language

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.4a	All criteria for guidance met.	3/3
5.4b	All criteria for guidance met.	1/1
5.4c	All criteria for guidance met.	6/6
—	**TOTAL**	10/10

5.4a – Materials provide opportunities for students to develop academic mathematical language using visuals, manipulatives, and other language development strategies.

The grade 6 materials in Scope 6.8A support the development of academic mathematical language through the provided use of visuals, manipulatives, and structured language strategies. For example, in "Explore 1" and "Explore 2" sections, students manipulate straws and triangle corners to investigate geometric relationships, providing a hands-on experience to guide students in using precise mathematical vocabulary to express their reasoning and observations.

The "Explain" sections promote language development by incorporating graphic organizers and anchor charts that reinforce vocabulary connections. The "Anchor Chart" section in the "Integer Operations" unit allows students to record mathematical terms and ideas discussed during teacher-facilitated questioning. For example, students directly record key vocabulary and mathematical ideas onto the anchor chart. This visual aid reinforces conceptual understanding through repeated exposure to terms such as *positive integer, negative integer,* and *absolute value*. By actively contributing to and referencing the anchor chart, students make meaningful connections between mathematical language and visual representations, promoting deeper comprehension and retention of vocabulary.

In the "Teacher Toolbox," the "Multilingual Learners" tab includes tools such as a "Visual Glossary," "Sentence Stems," and "Visual Manipulatives" that facilitate vocabulary development. In the "Triangle Properties" unit, components serve as targeted support for building academic language with embedded opportunities for mathematical language development. For example, "Explore 2" provides opportunities for students to use geoboards and diagrams alongside teacher-guided questions and language strategies. For instance, in the "Triangle Properties" unit, "Explore 2," students use geoboards and triangle diagrams to explore angle relationships. Teachers support academic language development through guided questioning and language strategies encouraging students to articulate their reasoning using mathematical vocabulary.

5.4b – Materials include embedded teacher guidance to scaffold and support students' development and use of academic mathematical vocabulary in context.

The grade 6 materials in Scope 6.8A provide embedded educator guidance to scaffold and extend academic vocabulary during mathematical communication. For example, in "Explore 2," the "Procedure

and Facilitation Points" include scripted questions and group structures that support students in using terms such as triangle inequality during collaborative discussions. Teachers use Depth of Knowledge cues to prompt vocabulary reasoning.

The "Explore" lessons in the "Coordinate Planes" unit include structured sentence stems like "¿A qué distancia está . . . de . . . ?" ("How far is it from . . . ?"), which promotes student discourse grounded in spatial vocabulary. Sample student responses and teacher questioning strategies model how to apply academic language accurately. These supports ensure repeated practice of vocabulary during peer communication.

The "Ratios and Rates" unit features picture vocabulary handouts and flash card activities, where students define and apply terms through visual connections. Teacher guidance includes vocabulary-based discussions where students refine word use and extend their conceptual understanding through communication. For example, the "Picture Vocabulary" section provides a handout and slideshow, where teachers are guided to read definitions aloud, facilitate discussions, and encourage students to relate terms such as *unit rate* and *equivalent ratios* to real-world scenarios. Students also participate in flash card activities and are prompted to add their own images, which helps personalize learning and reinforce vocabulary connections. This integration of visuals, structure, and teacher direction extends students' use of academic vocabulary across settings.

5.4c – Materials include embedded teacher guidance to support the application of appropriate mathematical language to include vocabulary, syntax, and discourse to include guidance to support mathematical conversations that provide opportunities for students to hear, refine, and use math language with peers and develop their math language toolkit over time as well as guide teachers to support student responses using exemplar responses to questions and tasks.

The grade 6 materials provide embedded teacher guidance to support the application of mathematical language and vocabulary with syntax. The "Explore" activities and "Procedures and Facilitation Points" guide teachers in promoting structured student communication using academic mathematical language. For example, in the "Teacher Toolbox" section, the "Communicate Math" feature outlines expectations for discourse by encouraging students to justify reasoning, share conclusions, and use appropriate mathematical vocabulary in varied group settings.

In Scope 6.8A, the materials provide consistent support for mathematical conversations that help students build and refine their math language toolkit. For example, in "Explain," the "Anchor Chart" section prompts students to collaborate using guided questions that promote peer discussion with appropriate mathematical vocabulary use. Additionally, in Scope 6.7A, the materials include sample questions, teacher explanations, and exemplar student responses demonstrating accurate language use during guided discussions. For example, in "Explore 3," the "Math Chat" routines provide vocabulary

strategies, such as Stories, where students use math terms creatively in collaborative storytelling routines, reinforcing understanding through context.

The "Future Planning" unit provides teacher guidance that supports students in developing their language toolkit and engaging in real-world mathematical discussions. For example, students calculate and compare annual salaries and determine the impact of education on income using interactive notebooks and anchor charts. In the "Algebraic Expressions" unit, teacher-led questions with exemplar responses help students articulate mathematical operations and models using appropriate mathematical language. These activities create opportunities for students to hear, apply, and refine math language while teachers guide discourse and support accurate responses.

5.5 Process Standards Connection

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.5a	All criteria for guidance met.	1/1
5.5b	All criteria for guidance met.	2/2
5.5c	All criteria for guidance met.	2/2
5.5d	All criteria for guidance met.	1/1
—	**TOTAL**	6/6

5.5a – TEKS process standards are integrated appropriately into the materials.

The grade 6 materials in Scope 6.12A and 6.13A integrate TEKS process standards through activities that require analysis, justification, and real-world application. For example, in the "Explore 1" and "Explore 2" sections, students analyze data using dot plots, stem-and-leaf plots, and histograms. The "Bam Cards" activity reinforces this by engaging students in matching equivalent fractions, decimals, and percents, promoting flexible thinking and appropriate strategy selection in unfamiliar contexts.

The "Mathematical Modeling" task, "Savvy Shopping," provides a real-world scenario where students apply multiple mathematical concepts to solve problems. This task encourages students to transfer their understanding to new contexts and supports critical thinking and decision-making. Additionally, the "Unit Conversions" unit includes guidance in the "Content Unwrapped" section that prompts students to apply graphing skills with ordered pairs and interpret placement within coordinate planes.

The "Measures of Data" and "Integer Operations" units include embedded process standards through student-centered tasks. In the "Show What You Know" activity, students construct visual models using "Baseball Scenario Cards" and color counters, then justify their solutions with written reflections and math chats. For example, student journals include questions that ask for real-life examples and reasoning, reinforcing connections between mathematics and everyday situations. These instructional components demonstrate alignment with TEKS process standards through consistent opportunities for analysis, modeling, and explanation.

5.5b – Materials include a description of how TEKS process standards are incorporated and connected throughout the course.

In grade 6, the "Explore" materials incorporate and connect TEKS process standards throughout the course. In the "Numerical Expressions" unit, for example, students apply strategies such as number lines and estimation to solve real-world problems. The "Student Journal" also includes opportunities for students to model solutions and explain reasoning, demonstrating how materials integrate TEKS process standards across lessons to build deep, transferable understanding.

The "Teacher Toolbox" provides detailed descriptions of each process standard's instructional purpose. For example, the "Analyze Relationships to Communicate Ideas" section directs teachers to link new

content to prior knowledge, promote student self-monitoring, and support real-world connections during tasks. The "Communicate Mathematical Ideas and Their Implications" section emphasizes the role of written explanations, discussion, and collaboration in strengthening mathematical understanding throughout the course.

The "Measures of Data" unit materials clearly explain how TEKS process standards are incorporated and connected throughout the course. For example, student expectations are aligned with process standards, such as creating graphical displays, analyzing variability, and interpreting numerical summaries. "Fundamental Questions" guide instruction by prompting students to describe distributions, compare data sets, and distinguish between data types, ensuring ongoing application of reasoning and communication skills.

5.5c – Materials include a description for each unit of how TEKS process standards are incorporated and connected throughout the unit.

The grade 6 materials include the "Explore" section at the beginning of each lesson, which identifies the TEKS process standards. This section outlines how the process standards will be applied throughout both the unit and the lesson. The placement of this overview supports consistent integration of the standards and provides teachers with a clear structure for guiding instruction.

The "Teacher Toolbox" offers detailed explanations on how TEKS process standards are integrated within each unit. For example, in Scope 6.12A and 6.13A, the materials outline expectations such as problem-solving, mathematical communication, tool selection, and application to real-world situations. The "Display, Explain, and Justify Mathematical Ideas" section provides grade-specific strategies and examples that support student reasoning through writing, discussion, and practical application.

The "Rational Numbers" and "Integer Operations" unit further illustrates how process standards are connected across instruction. Standards like 6.2A–D and 6.1F are broken down into key verbs and nouns to define expected student actions and concepts. Instructional supports include visual models such as Venn diagrams and tasks involving area and volume to promote deeper analysis. These components align directly with TEKS process standards by encouraging mathematical relationships, critical thinking, and communication across all lessons.

5.5d – Materials include an overview of the TEKS process standards incorporated into each lesson.

Grade 6 materials provide a clear and organized presentation of the TEKS Mathematical Process Standards within each unit and lesson. At the beginning of each unit, the materials summarize the process skills addressed, and each "Explore" lesson highlights the relevant process standards. For example, Scope 6.3CD, "Explore 1," and Scope 6.7A, "Explore 1," include a designated section listing the Mathematical Process Standards covered in the lesson. This structure ensures the standards are visibly and intentionally embedded in instruction.

The grade 6 "Represent and Interpret "unit further illustrates how process standards are applied within content. The "Scopes Overview Materials" include a guide that connects each lesson to specific process standards such as 6.1B. In this unit, students engage in real-world scenarios and analyze data using dot plots, box plots, stem-and-leaf plots, and histograms. The "Teacher Toolbox" complements this integration with unit-level support and implementation strategies. For instance, in the "Area and Volume" unit, "Putting Standards into Action" helps teachers facilitate student exploration of area and volume formulas through models, problems, and equations, building mathematical connections through hands-on engagement.

Student materials also show clear application of the TEKS process standards. In the "Numerical Expressions" unit, students use number lines and equations to solve real-world problems, demonstrating Standard 6.1C by selecting appropriate tools and techniques. In the "Triangle Properties" unit, students model triangles using measurements and apply their understanding to analyze angle relationships, aligning with Standard 6.1F. Visual tools such as pictorial representations in the "Student Journal" strengthen the connection between mathematical concepts and process standards. These examples confirm that it embeds the TEKS process standards throughout grade 6 lessons in both instructional design and student practice.

6. Productive Struggle

Materials support students in applying disciplinary practices to productive problem-solving, including explaining and revising their thinking.

6.1 Student Self-Efficacy

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.1a	All criteria for guidance met.	3/3
6.1b	All criteria for guidance met.	6/6
6.1c	All criteria for guidance met.	3/3
—	**TOTAL**	12/12

6.1a – Materials provide opportunities for students to think mathematically, persevere through solving problems, and to make sense of mathematics.

The grade 6 materials provide structured support for mathematical thinking, persistence in problem-solving, and conceptual understanding. The "Interactive Skill Review Robot Assembly Line" lesson provides a review of foundational standards to develop perseverance strategies. "Explore" activities, including the card game, focus on finding equivalent percentages, ratios, and decimals. Students analyze outcomes and apply reasoning skills to promote critical thinking, strategy development, and long-term retention.

In "Explore," students engage in rich mathematical tasks that require logical reasoning and sustained effort by building a city map using number lines and coordinate planes, solving spatial problems, and aligning directions. For example, in "Explore 2," students label buildings, discuss ordered pairs, and clarify their reasoning through peer conversations. These activities use area models and grid methods to solve problems and explain mathematical strategies. This section helps students reinforce conceptual clarity through collaborative exploration and consistent mathematical discourse.

In "Explore 2," students research jobs, compare annual salaries, and calculate long-term income impacts by integrating real-world financial contexts to promote mathematical reasoning. For example, in the "Small Group Intervention" section of the "Future Planning" unit, students evaluate college payment options for different financial situations. Similarly, in the "Integer Operations" unit, students use manipulatives and number lines to model integer addition and subtraction. Guided questions promote reflection and pattern recognition support thinking mathematically, persevering through challenges, and making sense of complex ideas: "¿De qué manera te ayudó la recta numérica a entender que sumar un entero negativo es lo mismo que sustraer un entero positivo?"

6.1b – Materials support students in understanding, explaining, and justifying that there can be multiple ways to represent and solve problems and complete tasks.

The grade 6 materials support students in understanding, explaining, and justifying that mathematical problems can be represented and solved in multiple ways. In the "Explore" activities, students build, revise, and explain visual models to match real-world problems using multiple equations. For example, in "Explore 2," students manipulate angles by cutting, rearranging, and measuring them, then use numerical strategies to justify their reasoning through "Math "and written reflections. In "Explore 3," students construct triangles using different methods and compare valid approaches, reinforcing the idea that problems can have multiple representations.

In the "Integer Operations" unit, students use manipulatives, models, and number lines to solve problems and respond to prompts, including support promoting diverse solutions and reflective thinking. For example, "Student Journal" has reflective prompts such as, "¿De qué manera te ayudó la recta numérica a entender que sumar un entero negativo es lo mismo que sustraer un entero positivo?" ("How did the number line help you understand that adding a negative integer is the same as subtracting a positive integer?") The "Show What You Know—Generate Fractions, Decimals, and Ratios" activity also encourages students to solve tasks using multiple representations and share reasoning with peers. The "Choice Board" extends this activity by offering activities like career research in event planning, which require students to connect math concepts to real-world situations, promoting explanation, justification, and creative representation.

In the "Elaborate" lesson of the "Area and Volume" unit, "Problem-Based Task: Area Builder," students determine the area of irregular shapes by counting unit squares and decomposing them into regular figures. The materials provide varied problem-solving strategies. For example, in the "Explore" activities, students solve for missing dimensions in two- and three-dimensional figures using area and volume formulas to solve open-ended problems by applying different strategies and justifying their methods through discussion and collaboration.

6.1c – Materials are designed to require students to make sense of mathematics through multiple opportunities for students to do, write about, and discuss math with peers and teachers.

The "Explore 4" activities in the "Integer Operations" unit have students multiply integers using concrete models and relate their work to the distributive property and standard algorithm. Students further develop mathematical understanding by solving problems and writing about their thinking. For example, the "Student Journal" includes reflection prompts, which require students to analyze patterns and articulate reasoning: "Al multiplicar números enteros, ¿qué tipos de números enteros dan como resultado un producto negativo?" ("When multiplying integers, what types of integers result in a negative product?") In the Equations and Inequalities unit, "Explain: Show What You Know – Part 1," students

examine data tables, write equations, and draw models to represent and solve contextual problems, encouraging multiple forms of mathematical expression.

In the "Explore 2" lesson, students play a game using models and number lines to represent and solve integer problems in the "Integer Operations" unit. The material provides opportunities for peer interaction and reflection through manipulative and guided tasks. Students respond to journal prompts, allowing written explanation and mathematical discussion: "¿De qué manera te ayudó la recta numérica a entender que sumar un entero negativo es lo mismo que sustraer un entero positivo?" ("How did the number line help you understand that adding a negative integer is the same as subtracting a positive integer?") In the "Intervention" section, the "Skill Review and Practice" activity provides students with manipulatives to reinforce strategies, followed by an independent checkup that assesses understanding by engaging students in doing, writing, and discussing mathematics with peers and teachers.

6.2 Facilitating Productive Struggle

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.2a	All criteria for guidance met.	6/6
6.2b	All criteria for guidance met.	4/4
—	**TOTAL**	10/10

6.2a – Materials support teachers in guiding students to share and reflect on their problem-solving approaches, including explanations, arguments, and justifications.

The grade 6 materials provide structured opportunities for students to share and reflect on their problem-solving approaches through explanation, justification, and argument. In Scope 6.4EFG, 6.5BC in the "Explore 2" section, students analyze strip diagrams and connect benchmark fractions to percents using real-world scenarios. The lesson includes teacher-guided questions encouraging students to explain how they divided the models and justify what the percents represent in context, promoting mathematical reasoning and communication.

"Explore 3" provides teacher guidance that supports student discussions around conversions between fractions, decimals, and percents. The lesson includes a "Math Chat" where students collaborate to share strategies and compare different approaches. Teacher questions guide students in articulating their thinking and evaluating the efficiency and accuracy of their solutions. These structured conversations deepen understanding and promote justification through peer comparison and reflection.

In the Numeric Expressions unit, students apply financial literacy concepts using bank task cards and balance check registers. The "Teacher Toolbox" includes "Structured Conversations" and sentence stems from "Structures for Intentional Discourse" (Spanish), such as the "Pair, Square, Share" routine, which supports discussion and exploration of diverse problem-solving methods. For example, there are teacher-guided questions for student reflections to reinforce justification through contextual reasoning: "Pida a los estudiantes que cuenten qué experiencias han tenido al trabajar con ángulos. ¿Cómo utilizan un transportador para medir ángulos?" and "¿Qué regla podemos crear para describir esta relación?" ("Ask students to share their experiences working with angles. How do you use a protractor to measure angles?" and "What rule can we create to describe this relationship?").

6.2b – Materials include prompts and guidance to support teachers in providing explanatory feedback based on student responses and anticipated misconceptions.

The grade 6 materials provide teachers with targeted support to deliver explanatory feedback by identifying student misconceptions and offering instructional strategies to address them. In the "Integer Operations" and Equations and Inequalities units, the "Content Support" and "Misconceptions and Obstacles" sections list common student errors, such as difficulty representing real-life situations with equations. Materials suggest using concrete models, pictorial representations, and substitution to help

clarify the concept. Additionally, the "Teacher Guide" provides anticipated student responses that allow teachers to respond to misconceptions during instruction with specific feedback and instructional strategies that promote conceptual understanding.

The materials provide structured support to help teachers deliver explanatory feedback based on student responses and anticipated misconceptions. For example, in Scopes 6.4EFG and 6.5BC, in the "Possible Preconceptions" section, materials identify specific misunderstandings, such as confusing tenths with hundredths. Teachers are guided to address these errors using models, clarifying language, and vocabulary charts that define terms, explain their meaning, and show their correct contextual use.

In the "Equations and Inequalities" unit, the "Progression of Learning" and "Scaffolded Instruction Guide" offer tools for mastering core content. For example, they include supplemental activities to address diverse learning needs and provide next-step plans based on assessment data. This guidance equips teachers to move beyond surface-level correctness and support deeper mathematical thinking through intentional, feedback-driven instruction.