PERFECTION LEARNING® ▪ Measuring Up®

Publisher Response

Measuring Up to the Texas Essential Knowledge and Skills Mathematics, Grades 3–5

Perfection Learning is dedicated to supporting Texas educators with instructional materials that make rigorous mathematics learning accessible to all students. The *Measuring Up to the Texas Essential Knowledge and Skills Mathematics* program for Grades 3–5 was developed specifically for the TEKS, ensuring that every lesson and assessment reflects the intent and rigor of Texas mathematics standards. Drawing on decades of expertise in standards-based curriculum design, Perfection Learning provides resources that promote conceptual understanding, procedural fluency, and readiness for state and classroom assessments.

In this document, we outline key ways the *Measuring Up* program addresses the indicators of high-quality instructional materials as identified by educational leaders and the Texas State Board of Education.

Intentional Instructional Design

The *Measuring Up to the Texas Essential Knowledge and Skills Mathematics* program is intentionally structured to help educators deliver rigorous, standards-based mathematics instruction aligned to the TEKS. Its design follows a whole-part-whole instructional framework that promotes conceptual understanding and higher-order cognitive development (Swanson and Law).

Each lesson follows a consistent five-part sequence—Introduction, Guided Instruction, Critical Thinking, Practice/Assessment, and Exit Ticket—providing a balance of explicit teaching, modeling, guided practice, and independent application. This sequence enables students to make meaningful connections across skills and grade levels while building independence and confidence as learners.

Lesson Planners identify TEKS and process standards, mathematical vocabulary, materials, and vertical alignment showing how ideas build across grades. The Teacher Edition includes Chapter Overviews that link TEKS and ELPS, explain learning progressions, and articulate how each skill prepares students for future mathematical concepts. This systematic design supports educators in providing coherent, research-based instruction (Duffy; Fullan).

Progress Monitoring

The program embeds multiple opportunities for progress monitoring at both the lesson and chapter levels. Formative assessments—including *Activate Prior Knowledge* prompts, guided instruction checks, and exit tickets—provide teachers with actionable insights into student understanding.

Each lesson culminates with a TEKS-aligned Exit Ticket, prompting students to demonstrate understanding through a variety of methods. *Building Stamina* end-of-chapter assessments and comprehensive TEKS-based Practice Tests allow teachers to monitor growth, identify reteaching needs, and evaluate readiness.

The *Measuring Up Live* digital platform extends these tools with data dashboards that display student progress toward mastery of TEKS. Teachers can view standard-level reports and students can self-assess their growth, supporting data-driven instruction. These features mirror TEA's emphasis on measuring proficiency through multiple modalities and higher-order thinking as described in current accountability guidance (Texas Education Agency).

Supports for All Learners

The *Measuring Up* program integrates robust differentiation supports to meet the needs of diverse learners, including Striving Learners and Emergent Bilingual Learners (EBL). Teacher materials include embedded guidance for scaffolding instruction with sentence frames, visuals, manipulatives, simplified academic language, and Spanish cognates to support comprehension and participation.

Language supports—such as EBL Tips and vocabulary charts—connect mathematical terms to meaning in context, reinforcing the academic language needed for mathematical reasoning. Visual models (e.g., number lines, strip diagrams, fraction bars, and arrays) and hands-on materials provide multiple entry points for understanding.

Collaborative learning routines such as think-pair-share, partner talk, and small-group problem solving promote academic discourse and peer-supported learning. Enrichment and extension activities deepen understanding for students ready to advance beyond grade-level expectations. This approach reflects research showing that effective instruction is explicit, scaffolded, and focused on strategy use and metacognitive awareness (Duffy).

Depth and Coherence of Key Concepts

Measuring Up emphasizes coherence within and across grade levels by structuring content around TEKS progressions. Each lesson's *Learning Progression* illustrates how current concepts connect to previously learned skills and to future expectations.

Instruction follows a Concrete–Representational–Abstract (CRA) learning pathway, beginning with manipulatives, transitioning to visual models, and culminating in abstract reasoning. This approach helps students form durable conceptual understanding and strengthens their ability to generalize across contexts.

Practice opportunities increase in rigor throughout the lesson, culminating in tasks that integrate multiple standards and cognitive processes. Chapter-level assessments reinforce prior knowledge through cumulative review and retrieval practice, supporting long-term retention and transfer of learning (Swanson and Law; Fullan).

Balance of Conceptual and Procedural Understanding

The *Measuring Up* program ensures that students build both conceptual understanding (the "why") and procedural fluency (the "how")—a balance essential for mathematical proficiency. Lessons integrate visual models (e.g., place-value charts, area models, number lines) with guided problem-solving to make abstract concepts concrete.

Teachers are supported with clear examples, modeling scripts, and discussion prompts that encourage reasoning and explanation. Students practice explaining and justifying their thinking using structured sentence frames and mathematical language aligned to the TEKS Mathematical Process Standards.

This dual emphasis on reasoning and fluency equips students to apply mathematics flexibly in new contexts and aligns with TEA's definition of mathematical proficiency as the ability to "apply knowledge and skills to solve real-world and mathematical problems" (Texas Education Agency).

Productive Struggle

The *Measuring Up* instructional design promotes productive struggle by engaging students in tasks that require perseverance, reasoning, and reflection. The *Critical Thinking* section of each lesson challenges students to analyze, justify, and compare strategies, encouraging multiple solution pathways.

These problem-solving experiences align with TEA's emphasis on higher-order cognitive complexity and depth of understanding (Texas Education Agency). Teachers are guided to support persistence through scaffolding, questioning, and reflection prompts that help students self-monitor and revise their thinking.

Students are routinely encouraged to communicate their reasoning through partner discussions, small-group collaboration, and written justifications, fostering a growth mindset and confidence in problem solving.

Future-Ready Design

As Texas transitions toward ongoing updates to state assessment and accountability systems, *Measuring Up* to the TEKS Mathematics remains grounded in what endures: mastery of the TEKS, development of reasoning and communication skills, and readiness for future learning. The program's structure, pedagogy, and digital components align with TEA's vision of preparing every student for college, career, and military readiness through rigorous, standards-based instruction (Texas Education Agency).

Whether state assessments evolve in format, platform, or name, the program's focus on TEKS mastery, conceptual depth, and reasoning ensures alignment with Texas's long-term educational goals.

Works Cited

Duffy, Gerald G. "The Case for Direct Explanation of Strategies." Comprehension Instruction: Research-Based Best Practices, edited by Cathy C. Block and Michael Pressley, Guilford Press, 2002.

Fullan, Michael. Leading in a Culture of Change. Jossey-Bass, 2001.

Swanson, Richard A., and Barbara Law. "Whole-Part-Whole Learning Models." *Performance Improvement Quarterly*, vol. 6, no. 1, 1993, pp. 43–53.

Texas Education Agency. *2024 Accountability Rating System Manual*. Texas Education Agency, 2024.