# Edmentum, Inc.

Supplemental English Mathematics, 7
Exact Path Mathematics–Grade 7

| MATERIAL TYPE | ISBN | FORMAT | ADAPTIVE/STATIC |
|---|---|---|---|
| **Supplemental** | **9781641032582** | **Digital** | **Adaptive** |

## Rating Overview

| TEKS SCORE | TEKS BREAKOUTS ATTEMPTED | ERROR CORRECTIONS (IMRA Reviewers) | SUITABILITY NONCOMPLIANCE | SUITABILITY EXCELLENCE | PUBLIC FEEDBACK (COUNT) |
|---|---|---|---|---|---|
| 72.09% | 43 | 1 | Flags Not in Report | Not Applicable | 0 |

## Quality Rubric Section

| RUBRIC SECTION | RAW SCORE | PERCENTAGE |
|---|---|---|
| 1. Intentional Instructional Design | 16 out of 21 | 76% |
| 2. Progress Monitoring | 21 out of 23 | 91% |
| 3. Supports for All Learners | 31 out of 37 | 84% |
| 4. Depth and Coherence of Key Concepts | 12 out of 16 | 75% |
| 5. Balance of Conceptual and Procedural Understanding | 33 out of 38 | 87% |
| 6. Productive Struggle | 12 out of 21 | 57% |

## 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 | 0 |
| 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 | The materials do not include a rationale for learning paths across grade levels (vertical alignment). | 4/5 |
| 1.1b | All criteria for guidance met. | 3/3 |
| 1.1c | All criteria for guidance met. | 2/2 |
| 1.1d | All criteria for guidance met. | 2/2 |
| 1.1e | The materials do not include resources for instructional leaders to support educators with implementing the materials as designed. | 1/2 |
| — | **TOTAL** | 12/14 |

#### 1.1a – Materials include an alignment guide outlining the TEKS, ELPS, and concepts covered, with a rationale for learning paths across grade levels (vertical alignment) and within the same grade level (horizontal alignment) as designed in the materials.

The *Exact Path Mathematics* grade 7 materials clearly outline the Texas Essential Knowledge and Skills (TEKS) covered in the program in the "Access and Teach" section.

The "Access and Teach" section also includes a link to the English Language Proficiency Standards (ELPS) information.

The "Access and Teach" section clearly illustrates the concepts covered in the materials. Users can navigate the available materials by selecting between options such as Search by Skill, Search by Standard, or Topic Name.

The Teacher Resource Guide provides rationale for horizontal alignment within the same grade, but fails to provide opportunities for vertical alignment.

#### 1.1b – Materials include an implementation guide with usage recommendations and strategies for effective educator use, such as just-in-time supports, advanced learning, or as a course.

The materials include an *Implementation Guide* that covers usage recommendations for adapting to meet student needs, including guidance for Advanced Learners, Students with Dyslexia, Multisensory Learning, Targeted Interventions, and Priority Skill Lessons.

The materials include a *Teacher Resource Manual* that outlines effective educator practices and suggestions for applying material in various contexts, including whole-group instruction, small-group instruction, and independent practice.

### 1.1c – Materials include a TEKS correlation guide with recommended skill entry points based on diagnostic assessment results.

*Exact Path Mathematics* for grade 7 does not contain a functional TEKS reference guide. The material references breakouts using *§* symbols that create difficulties in locating the references for users. The materials include opportunities to select Standard Coverage within each lesson.

The materials contain a section titled "Exact Path Diagnostics," which guides skill entry points based on assessment data, including beginning, middle, and end of year.

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

The *Implementation Guide* provides guidance on internalizing lessons and units. Additional teacher resources include designation of prerequisite lessons, video guides, sample lessons, and student progress checks.

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

The *Teacher Resource Manual* provides guidance and resources to support educators in implementing the material. This includes guidance on program structure, pacing recommendations, grouping applications, quick-start guides, rubrics, checklists, and general information found on the "Exact Path Learn and Support" page. Model video lessons provide educators with examples to review before delivering individual lessons.

The materials include resources for instructional leaders to support educators; however, they do not provide sufficient support for educators to implement the materials as designed.

## 1.2 Lesson-Level Design

| GUIDANCE | SCORE SUMMARY | RAW SCORE |
|---|---|---|
| 1.2a | This guidance is not applicable to the program. | N/A |
| 1.2b | The materials do not include lesson components with suggested time frames. | 4/5 |
| 1.2c | The materials do not contain support for families in Spanish and English for each unit, with suggestions on supporting the progress of their students. | 0/2 |
| — | **TOTAL** | 4/7 |

### 1.2a – If designed to be static, materials include detailed lesson plans with learning objectives, teacher and student materials, lesson components with suggested timeframes, and assessment resources aligned with the TEKS and ELPS.

This guidance is not applicable because the program is not designed to be static.

### 1.2b – If designed to be adaptive, materials include detailed lesson overviews with learning objectives, lesson components with suggested timeframes, and assessment resources aligned with the TEKS and ELPS.

The materials provide TEKS- and ELPS-aligned assessments that adapt to student progress, as well as Lesson Idea resources for each skill or standard. The students are assigned lessons based on their performance on the diagnostic assessment.

The location for the resources is found in "Texas Resources, Help, Exact Path Guide," which contains all the ELPS and TEKS aligned to each skill. The timestamps provided do not provide guidance to teachers on the length of each component.

### 1.2c – Materials contain support for families in Spanish and English for each unit, with suggestions on supporting the progress of their student(s).

The materials provide support for families in both English and Spanish, including videos (e.g., "Getting Started" and "Exact Path for Families"), family letters, and embedded support for students to facilitate translations from English to Spanish (additional languages are also available). However, these supports are not unit-, pathway-, or cluster-specific, and the supports do not vary based on the student's progression.

The text-to-speech function provides only English audio. Navigation tools for students include an "HOLA" icon that, when clicked, enables access to embedded language supports.

# 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. | 2/2 |
| 2.1b | All criteria for guidance met. | 2/2 |
| 2.1c | All criteria for guidance met. | 4/4 |
| 2.1d | All criteria for guidance met. | 4/4 |
| 2.1e | All criteria for guidance met. | 4/4 |
| — | **TOTAL** | 16/16 |

### 2.1a – Materials include the definition and intended purpose for the types of instructional assessments.

The *Exact Path Mathematics* for grade 7 materials include definitions for the types of instructions in the "Exact Path Learn and Support, What Are Diagnostics?" section, which includes definitions of diagnostic assessments and classroom assessment techniques (CATs). The Diagnostic Glossary contains definitions of terms such as *skill growth*, *standard deviation*, and *domain*, among others. The "About Standards Mastery" section features a video that covers definitions of assessment terms. The "FAQ Quantile Measures" section defines what a quantile measure is.

Inside the "What Are Diagnostics?" section, the materials define the intended purpose of assessments, which is to "provide information about the strengths and needs of individual students" and "to efficiently pinpoint where students are ready to start learning and measure their growth." The "Assessment Solutions" section outlines the intended purpose of assessments, provides guidance for monitoring, and offers examples of launch points for individual student Learning Paths based on assessment results. The "About Standards Mastery" section features a video designed to inform instruction through formative assessments. This section also includes examples of various activities, such as Exit Tickets, Weekly Quizzes, Homework, and Class Assignments. The "FAQ Quantile Measures" section answers the question, "How do I use Quantile measures?"

### 2.1b – Materials include guidance to ensure consistent and accurate administration of instructional assessments.

The *Exact Path Mathematics* materials for grade 7 provide guidance for consistent assessment in the "Assessment Solutions" section, for example, by outlining testing windows within the material and offering a testing calendar. The "Recommending Testing Windows" section provides guidance and examples for teachers, such as the number of calendar days between testing windows. The materials, as

outlined in "Setting up Diagnostic Windows," only allow for an administrator or program manager to set up testing windows, which encourages administrative consistency.

The materials contain elements to ensure consistent administration, such as the "Test Administration Guidelines," which include tips for teachers, including time allotment, segmenting assessments, and extending assessments. The Lesson Ideas for each lesson include examples of formative assessments and guidance on how to effectively utilize the material, such as warm-ups, extensions, remediation, and mastery checks.

### 2.1c – Digital assessments include printable versions and accommodations, including text-to-speech, content and language supports, and calculators, that educators can enable or disable to support individual students.

The *Exact Path Mathematics* for grade 7 materials provide printable versions of assessments and language support, as found in the "Instructional Accommodations and Modifications" and "Mastery Quiz" sections.

The materials provide teachers with opportunities to enable or disable the use of calculators. Calculator accommodation can be disabled within "Exact Path" sections of the material by navigating to "Instructional Accommodations and Modifications" via the "Help Center."

Within "Student Setting Enhancements," the material outlines content capabilities that include enabling and disabling content and language supports for students.

The materials provide "Text-to-Speech" functions that can be enabled and disabled by the user by clicking on "Reader's Tools" at the top right of lesson pages.

### 2.1d – Materials include diagnostic assessments with TEKS-aligned tasks or questions, including interactive item types with varying complexity levels.

The diagnostic assessment includes questions that vary from basic recall (Depth of Knowledge [DOK] 1), skills application (DOK 2), and reasoning (DOK 3). For example, the materials ask students to choose the best explanation, complete sentences with the most appropriate response, and calculate correct answers.

The diagnostic assessment includes interactive, technology-enhanced item types, such as drawing tools, drag-and-drop features, drop-down text selection, and text response options.

### 2.1e – Materials include a variety of formative assessments with TEKS-aligned tasks or questions, including interactive item types with varying complexity levels.

The materials contain a variety of formative assessments with TEKS-aligned questions or tasks, such as those found in the "Mastery Quiz" section of the material, including the following item types: real-world application, drop-down, fill-in-the-blank, multiple-choice, and drag-and-drop.

## 2.2 Data Analysis and Progress Monitoring

| GUIDANCE | SCORE SUMMARY | RAW SCORE |
|---|---|---|
| 2.2a | The materials do not provide a rationale for each correct or incorrect response for instructional assessments. | 1/3 |
| 2.2b | All criteria for guidance met. | 1/1 |
| 2.2c | All criteria for guidance met. | 2/2 |
| 2.2d | This guidance is not applicable to the program. | N/A |
| 2.2e | All criteria for guidance met. | 1/1 |
| — | **TOTAL** | 5/7 |

### 2.2a – Instructional assessments include scoring information and guidance for interpreting student performance, including rationale for each correct and incorrect response.

The materials include a Student Summary Report that provides a detailed breakdown of individual student performance for teachers. The summary includes item-level details, national percentile rank, and domain-level details.

The materials do not provide a rationale for correct answers to assessments, such as those found in the Knowledge Maps and Mastery Quizzes.

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

The materials include Learning Path guidance to support teachers in understanding a specific set of lessons tailored to each student's needs.

The materials offer comprehensive guidance—including the Knowledge Map, Teacher Support Materials, and Learning Pathway—for effectively implementing tasks and activities in response to student performance trends observed in assessments.

### 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 materials include tools for teachers to track student progress and growth, such as the Class Goal Tracker and Student Growth Tracker.

The Student Growth Tracker is provided in a printable format to be given to students, allowing them to track their progress and growth. The materials provide students with opportunities to monitor and track their progress through visuals in tabs labeled Learning Path, Diagnostics, and Standards Mastery. These visuals inform students of their achievement levels on various components of the curriculum.

## 2.2d – If designed to be static, materials provide prompts and guidance to support educators in conducting frequent checks for understanding at key points throughout each lesson or activity.

This guidance is not applicable because the program is not designed to be static.

## 2.2e – If designed to be adaptive, materials provide frequent checks for understanding at key points throughout each lesson or activity.

When designed to be adaptive, the materials include frequent checks for understanding at key points within the lesson, such as the "Understanding Proportions" practice, where the material features formative practice assessments that allow students to answer a question twice before providing them with the correct answer and an explanation. The Learning Path section of the material includes immediate feedback and adjusts the sequence of lessons according to individual student needs.

# 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 | SCORE SUMMARY | RAW SCORE |
|---|---|---|
| 3.1a | All criteria for guidance met. | 1/1 |
| 3.1b | The materials do not include explicit educator guidance for language supports, such as pre-teaching for unfamiliar references in the text or embedded supports for developing academic vocabulary related to unfamiliar references. | 1/4 |
| 3.1c | All criteria for guidance met. | 2/2 |
| 3.1d | All criteria for guidance met. | 3/3 |
| 3.1e | All criteria for guidance met. | 2/2 |
| — | **TOTAL** | 9/12 |

### 3.1a – Materials include explicit educator guidance for lessons or activities scaffolded for students who have not yet reached proficiency in prerequisite or grade-level concepts and skills.

The materials include activities scaffolded for students who have not yet reached proficiency in prerequisite or grade-level concepts and skills, such as in the lesson "Ratios & Proportions," where the lesson plan includes references for teachers to utilize a Struggling Learner option for those who have not yet reached proficiency in prerequisite or grade-level concepts and skills. The materials guide educators with explicit resources and strategies to support students who have not yet reached proficiency in prerequisite or grade-level concepts and skills. For example, each lesson includes a static Lesson Idea plan that includes a Struggling Learner option. The lesson "Ratios and Proportions" also provides explicit guidance that meets this indicator.

### 3.1b – Materials include explicit educator guidance for language supports, including pre-teaching and embedded supports for developing academic vocabulary and unfamiliar references in text.

The *Exact Path Mathematics* for grade 7 materials include explicit educator guidance for language supports, including pre-teaching supports for developing academic vocabulary. For example, the ELL portion of the lesson plan provides the teacher with key vocabulary for the lesson. This information can be found in the Lesson Ideas resource for each lesson.

The materials do not include explicit educator guidance for language supports, such as pre-teaching for unfamiliar references in the text or embedded supports for developing academic vocabulary related to unfamiliar references.

### 3.1c – Materials include explicit educator guidance for enrichment and extension activities for students who have demonstrated proficiency in grade-level and above grade-level content and skills.

The *Exact Path Mathematics* for grade 7 materials include guidance for both enrichment and extension activities through Lesson Idea components, which include Advanced Learner options and Extension Activities.

The materials provide enrichment opportunities within the grade level, allowing educators to edit a student's Learning Path by selecting a new skill placement in one or more domains, thereby generating a new, more challenging path.

### 3.1d – Digital materials include accommodations, including text-to-speech, content and language supports, and calculators that educators can enable or disable to support individual students.

Text-to-speech functionality can be enabled or disabled by educators for individual students during diagnostic assessments. The Accommodations and Modifications support provides details on the built-in translation tool that features 19 different languages available to students to increase content access and accelerate learning.

The materials allow educators to disable calculators for specific content within the Learning Path where calculators are permitted.

Within Student Setting Enhancements, the material outlines content capabilities that include enabling and disabling calculators, as well as content and language supports for students.

### 3.1e – Materials include educator guidance on offering options and supports for students to demonstrate understanding of mathematical concepts in various ways, such as perform, express, and represent.

The materials include educator guidance on offering options and support for students to demonstrate understanding of mathematical concepts in various ways, such as performing, expressing, and representing. Guidance is seen in "Lesson Ideas," where the materials provide lesson plans that identify the different learning modalities targeted for each lesson.

In the "Three-Dimensional Figures" lesson, for example, students begin by working with 2D nets before progressing to pictorial representations in the assignments.

## 3.2 Instructional Methods

| GUIDANCE | SCORE SUMMARY | RAW SCORE |
|---|---|---|
| 3.2a | All criteria for guidance met. | 5/5 |
| 3.2b | This guidance is not applicable to the program. | N/A |
| 3.2c | All criteria for guidance met. | 3/3 |
| 3.2d | All criteria for guidance met. | 2/2 |
| 3.2e | All criteria for guidance met. | 2/2 |
| — | **TOTAL** | 12/12 |

### 3.2a – Materials include explicit (direct) prompts and guidance for educators to build knowledge by activating prior knowledge, anchoring big ideas, and highlighting and connecting key patterns, features, and relationships through multiple means of representation.

The adaptive materials include blended digital lessons with static Lesson Idea materials that utilize explicit prompts and embedded teacher supports to activate prior knowledge and anchor key mathematical ideas. For example, in the "Application of Ratios and Percents" lesson, before introducing a new concept, the program begins with review questions or warm-ups that connect to previously taught material.

In "Percents," the materials highlight key patterns, such as fraction and decimal relationships, through multiple means of representation, such as hundredths grids.

In the "Symbolize and Solve Equations" lesson, teachers are provided guidance to support students as they connect translating words into equations and vice versa, as well as translating equations into words.

### 3.2b – If designed to be static, materials include educator guidance for effective lesson delivery and facilitation using various instructional approaches.

This guidance is not applicable because the program is not designed to be static.

### 3.2c – Materials include multi-tiered intervention methods for various types of practice and structures and educator guidance to support effective implementation.

The *Exact Path Mathematics* for grade 7 materials provide multi-tiered interventions that support students through a variety of practice models. For example, in "Percents," students collaborate with peers to solve problems, engage with tasks that promote self-paced mastery, investigate mathematical concepts through hands-on exploration without the immediate guidance of the teacher, and engage in adaptive learning platforms that provide interactive exercises, instant feedback, and opportunities for students to progress through various levels of practice based on their needs and mastery.

The *Teacher Resource Manual* includes guidance to support the effective implementation of various multi-tiered intervention methods. This also includes a Teacher Tip! that provides the educator with a script for each lesson.

### 3.2d – Materials include enrichment and extension methods that support various forms of engagement, and guidance to support educators in effective implementation.

The *Exact Path Mathematics* for grade 7 materials include enrichment and extension methods that support various forms of engagement, such as those found in the "Ratios and Proportions" lesson, which includes challenges for Advanced Learners and scaffolding for Struggling Learners, as well as extension activities.

The materials provide guidance and support for the effective implementation of extension activities, such as those outlined in the *Teacher Resource Manual*, which offers educators guidance on accommodating learners, identifying early finishers, implementing extension activities, and utilizing graphic organizers.

### 3.2e – Materials include prompts and guidance to support educators in providing timely feedback during lesson delivery.

The materials, as outlined in the *Teacher Resource Manual*, include a section in lesson delivery titled Observe and Respond. The section identifies common errors and misconceptions, and offers teacher prompts for how to coach students through errors in their thinking (i.e., "If a student . . . then . . . ").

## 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 | The materials do not include increasingly more academic language for one, two, or more additional levels. | 1/4 |
| 3.3c | All criteria for guidance met. | 1/1 |
| 3.3d | All criteria for guidance met. | 8/8 |
| 3.3e | This guidance is not applicable to the program. | N/A |
| — | **TOTAL** | 10/13 |

### 3.3a – If designed to be static, materials include educator guidance on providing and incorporating linguistic accommodations for all 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 program is not designed to be static.

### 3.3b – If designed to be adaptive, materials include embedded linguistic accommodations for all 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.

The ELL Learning Tips provide suggestions for L1 learners in the "Compute with Rational Numbers" lesson. It recommends that a student speak in their native language.

In the "Linear Expressions" lesson, there is support for L1 learners that includes identifying key idea lessons, creating small groups with roles for additional support, and using a visual organizer.

In the grade 7 Learning Path, the materials provide a dictionary for all students to use in each lesson and assessment, helping to clarify word meanings. This dictionary supports 19 different languages.

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

The materials include implementation guidance to support educators in effectively using them in state-approved bilingual/ESL programs, as seen in the *ELPS Guide*, which identifies the ELPS for grades 4–12. These are connections to identify the "Exact Path Alignment Materials" and the "Exact Path Alignment Skills." The *ELPS Guide* outlines correspondence between lessons and the ELPS standards for grades 4–12.

### 3.3d – Materials include embedded guidance 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 ELL Teaching Tips provide key vocabulary words for the "Percent Unit," along with a graphic organizer and partner work for students, thereby increasing comprehension, developing academic vocabulary, and building background knowledge.

The *Implementation Guide* contains the WIDA PRIME V2 Correlation seal. The materials provide a list of items that are contained, such as multimodal instruction and explicit vocabulary instruction on key terms in each module. Each lesson's Lesson Idea resource provides educators with support and guidance.

The "Scale Factor" and "Circles" lessons provide guidance to support oral and written discourse between students, enhancing comprehension, building background knowledge, and facilitating cross-linguistic connections. This includes partner work and the use of a bilingual dictionary.

### 3.3e – 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. | 4/4 |
| — | **TOTAL** | 6/6 |

### 4.1a – Practice opportunities throughout learning pathways (including instructional assessments) require students to demonstrate depth of understanding aligned to the TEKS.

Within the Lesson Ideas, the materials require students to demonstrate their depth of knowledge by practicing a skill after watching instructional videos. The materials provide TEKS-aligned digital and paper-based assessments that require students to demonstrate their in-depth knowledge and understanding of the subject matter. Teachers can navigate the material, including assessments, by selecting the desired grade level and then choosing a specific TEKS standard.

### 4.1b – Questions and tasks, including enrichment and extension materials, increase in rigor and complexity, leading to grade-level and above grade-level proficiency in the mathematics TEKS.

Each lesson's Lesson Ideas resource contains enrichment and extension questions and tasks to support student growth toward grade-level proficiency. The material contains tasks that lead to above-grade-level proficiency. These supports can be found by navigating to the Advanced Learner option and Extension Activities within each lesson.

The materials feature assignments that gradually advance in rigor and complexity throughout instruction. As students complete lessons and successfully pass progress checks, they are introduced to more challenging skills that prepare them for above-grade-level proficiency on the math TEKS. The progression through the lessons is individualized, allowing students to move forward at a pace aligned with their unique abilities, rather than being limited by traditional grade-level expectations.

## 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. | 1/1 |
| 4.2c | All criteria for guidance met. | 4/4 |
| — | **TOTAL** | 6/6 |

### 4.2a – Materials demonstrate coherence across concepts horizontally within the grade level by connecting patterns, big ideas, and relationships.

The materials exhibit coherence horizontally within the grade level by connecting big ideas and concepts, such as the lesson on area, where students are encouraged to discuss previously learned concepts, including drawing picture representations with arrays, and make connections with equal squares and area. The materials connect big ideas; for example, the tutorial sections of the material require students to apply knowledge to real-world examples. The materials demonstrate coherence across relationships, such as those found in the "Recognizing Proportional Relationships" and "Applications of Area, Surface Area, and Volume" lessons.

### 4.2b – Materials demonstrate coherence vertically across concepts and grade bands, including connections from grades 3–12, by connecting patterns, big ideas, and relationships.

The materials demonstrate coherence vertically across concepts and grade bands, including connections from grades 3–12, by connecting patterns, big ideas, and relationships, such as warm-up activities that engage students before a lesson. These lessons include written, verbal, and drawing activities.

### 4.2c – Materials demonstrate coherence across lessons or activities by connecting students' prior knowledge of concepts and procedures to the mathematical concepts to be learned in the current grade level and future grade levels.

The *Exact Path Mathematics* for grade 7 materials demonstrate coherence across lessons or activities by connecting students' prior knowledge of concepts and procedures in the current grade level, using adaptive tools. These tools include a progress map that shows educators how students' current mastery of concepts and skills links to upcoming grade-level concepts. Additional activities, such as warm-ups that meet the criteria, are also found in the Lesson Ideas for each lesson.

The materials demonstrate coherence across lessons or activities by connecting students' prior knowledge of concepts and procedures in future grade levels. For example, the lesson "Geometric Constructions" has students draw triangles by hand and use an online tool when given side and angle measurements. Students are asked to consider what would happen to an angle if the length was missing

and vice versa, which introduces them to geometry concepts from grade 8, such as the Pythagorean theorem and beyond. Additional activities, such as warm-ups that meet the criteria, are also found in the "Lesson Ideas" section of each lesson.

## 4.3 Coherence and Variety of Practice

| GUIDANCE | SCORE SUMMARY | RAW SCORE |
|---|---|---|
| 4.3a | The materials do not provide spaced-retrieval opportunities with previously learned skills and concepts across learning pathways. | 0/2 |
| 4.3b | The materials do not provide interleaved practice opportunities that integrate previously learned skills and concepts across various learning pathways. | 0/2 |
| — | **TOTAL** | 0/4 |

### 4.3a – Materials provide spaced retrieval opportunities with previously learned skills and concepts across learning pathways.

The materials do not provide spaced retrieval opportunities to reinforce previously learned skills and concepts. The materials only include practice sets that focus on one skill or concept at a time, such as the material found in Learning Path Resources, Search by Skill, and Mastery Quiz.

### 4.3b – Materials provide interleaved practice opportunities with previously learned skills and concepts across learning pathways.

The materials do not include interleaved practice opportunities that build upon previously learned skills and concepts. The materials only include practice sets that focus on one skill or concept at a time, such as the material found in the Learning Path and the Knowledge Map.

# 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. | 2/2 |
| 5.1c | All criteria for guidance met. | 1/1 |
| — | **TOTAL** | 6/6 |

### 5.1a – Questions and tasks provide opportunities for students to interpret, analyze, and evaluate mathematical concepts and complex, real-world situations.

The materials contain questions and tasks that require students to interpret, analyze, and evaluate mathematical concepts and complex, real-world situations. For example, in the "Central Tendency" lesson, students must analyze the provided data and then write an explanation of their findings. The "Introduction to Probability" lesson provides another example. Here, students evaluate the outcomes of a sample space using coins and dice through various events.

### 5.1b – Questions and tasks provide opportunities for students to create concrete models and representations of mathematical situations.

Questions and tasks provide students with opportunities to create concrete models and representations of mathematical situations, such as those found in the "Angles" lesson, where students use physical protractors to measure and create angles. In "Three-Dimensional Figures," students create 3D objects from nets.

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

The *Exact Path Mathematics* for grade 7 materials do not provide opportunities for students to apply conceptual understanding to new problems, situations, and contexts; instead, questions and tasks focus on basic computation without requiring students to apply conceptual understanding to new or unfamiliar situations, as seen in all areas of the material.

## 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 | The materials do not contain guidance to support students in selecting increasingly efficient approaches to solve mathematics problems. | 0/1 |
| — | **TOTAL** | 8/9 |

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

The materials provide tasks designed to build student automaticity necessary to complete grade-level tasks, such as those found in the "Ratios and Proportions" warm-up section, which allows students to practice writing ratios in two different ways, including the simplest form, spiraling back from grade 5 concepts.

In "Symbolize and Solve Equations," spiraled warm-up activities revisit key words that represent each operation, strengthening students' automaticity in translating words to equations and allowing them to symbolize and solve equations quickly and confidently.

### 5.2b – Materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures throughout learning pathways.

In "Ratios and Percents," the materials provide students with practice applying efficient, flexible, and accurate mathematical procedures through lesson tutorial activities. Such procedures also allow students to complete more complex concepts and apply them to real-world problems.

The materials provide opportunities for students to practice accurate mathematical procedures throughout learning pathways such as those found in the "Understanding Proportions" lesson.

### 5.2c – Materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy throughout learning pathways.

The materials, as presented in the "Solve Ratios and Proportions" lesson, provide students with opportunities to assess the accuracy of their mathematical representations, models, and solutions.

The materials provide opportunities for students to evaluate strategies and solutions for efficiency, such as those found in the "Solving Real-World Problems Involving Rational Numbers" lesson.

## 5.2d – Materials contain guidance to support students in selecting the most efficient approaches when solving mathematics problems.

The materials do not contain guidance to support students in selecting increasingly efficient approaches to solve mathematics problems.

## 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 materials provide explicit explanations of the conceptual and procedural emphasis of the TEKS, as seen in "Multi-Step Real World Problems," where the materials outline problem-solving steps (conceptual) and then provide explanations of independent practice problems based on real-world scenarios (procedural).

On the grade 7 Learning Path, the Lesson Idea section of each lesson includes explicitly written objectives that fully align with the selected TEKS. For example, the "Linear Expressions" lesson places conceptual emphasis in the Lesson Objective and Warm-Up sections. Procedural emphasis of the TEKS can be found in the Procedure section of this lesson plan.

### 5.3b – Questions and tasks provide opportunities for students to use concrete models, pictorial representations, and abstract models as required by the TEKS.

On the grade 7 Learning Path, the materials contain digital lessons that require students to use an interactive tool to create a sample-size simulation, as found in the lesson "Making Predictions Based on Random Samples." The lessons ask students to respond to questions that include pictorial representations and abstract models of data.

In "Area, Surface Area, and Volume," the material provides opportunities for students to use concrete models, such as centimeter cubes, to create rectangular prisms.

### 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.

In the "Three-Dimensional Figures" and "Scale Drawings" lessons, the material supports students in connecting, creating, defining, and explaining concrete models to abstract concepts.

Throughout the grade 7 Learning Path, as seen in "Making Predictions Based on Random Samples," the materials consistently use representations or interactive tools across lessons and activities that support students in connecting, creating, and explaining concepts to models.

## 5.4 Development of Academic Mathematical Language

| GUIDANCE | SCORE SUMMARY | RAW SCORE |
|---|---|---|
| 5.4a | All criteria for guidance met. | 1/1 |
| 5.4b | All criteria for guidance met. | 2/2 |
| 5.4c | All criteria for guidance met. | 1/1 |
| 5.4d | All criteria for guidance met. | 2/2 |
| 5.4e | The materials do not include embedded guidance to support and/or redirect students with inaccurate responses. | 1/2 |
| — | **TOTAL** | 7/8 |

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

The materials provide opportunities for students to develop their academic mathematical language using visuals, manipulatives, or other language development strategies, such as in the "Proportional Relationship" lesson, where students are shown triangles with various lengths. Students label triangles as equilateral, scalene, and isosceles to develop an understanding of the different types of triangles.

In "Angle Relationship," students view visuals of various types of angles, with all parts labeled using academic vocabulary.

The lesson "Compute with Rational Numbers I" provides embedded vocabulary support to students.

### 5.4b – Materials include embedded educator guidance to scaffold, support, and extend students' use of academic mathematical vocabulary in context when communicating with peers and educators.

The materials include embedded educator guidance to scaffold and support students' use of academic vocabulary in context when communicating with peers and educators. For example, in "Angle Relationships," the materials highlight key terms within the lesson and provide scaffolded definitions to support students in various contexts.

The materials include the "Angle Relationships" Lesson Idea, which directs teachers to have students work together in groups to practice. The Struggling Learner activities provide students with the opportunity to communicate with their teacher as they work through and scaffold the concept of angle relationships.

### 5.4c – Materials include embedded guidance to support student application of appropriate mathematical language and academic vocabulary in discourse.

The materials include embedded guidance to support student application of appropriate mathematical language and academic vocabulary in discourse, such as in the "Solving Real-World Problems Involving Rational Numbers" lesson, where the materials prompt students to justify their answers using precise mathematical vocabulary when solving real-world problems with the surface area of prisms. These prompts include, "If you multiply the area of one triangle in the figure by 2, you'll get the total area of the triangles. Is this statement true or false? Why?"

The lesson "Introduction to Probability" also includes prompts for students.

### 5.4d – Materials include embedded guidance to facilitate mathematical conversations allowing students to hear, refine, and use math language with peers.

The materials include embedded guidance to facilitate mathematical conversations, allowing students to hear, speak, and refine math language with their peers, such as in the "Angles" lesson, where the materials' Advanced Learner option provides educator guidance to facilitate paired students in a game that has them draw, measure, and ask questions to each other about angles.

In "Symbolize and Solve Equations," students are placed in pairs, allowing them to hear, refine, and use mathematical language with peers. Students work in pairs to discuss and translate mathematical problems.

### 5.4e – Materials include embedded guidance to anticipate a variety of student answers including exemplar responses to questions and tasks, including guidance to support and/or redirect inaccurate student responses.

In the "Angle Relationships" and "Area and Circumference of a Circle" lessons, the materials include guidance in the form of explanations that provide students with anticipated answers to tasks and questions. The materials do not offer guidance or support for inaccurate student responses. The material only notifies the student of the incorrect response and allows them to re-attempt the question.

## 5.5 Process Standards Connection

| GUIDANCE | SCORE SUMMARY | RAW SCORE |
|---|---|---|
| 5.5a | All criteria for guidance met. | 1/1 |
| 5.5b | The materials do not include a description of how process standards are incorporated and connected throughout the learning pathways. | 0/2 |
| 5.5c | The materials do not include an overview of the TEKS process standards incorporated into each lesson. | 0/1 |
| — | **TOTAL** | 1/4 |

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

The *Exact Path Mathematics* lessons integrate the grade 7 TEKS process standards by asking students to apply mathematics to problems arising in everyday life, society, and the workplace, such as those found in the Lesson Ideas section of various lessons on the Learning Path. The Mastery Quiz for "Applications of Area, Surface Area, and Volume" also includes activities that require students to apply mathematical skills to real-world problems.

### 5.5b – Materials include a description of how process standards are incorporated and connected throughout the learning pathways.

The materials do not include a description of how process standards are incorporated and connected throughout the learning pathways.

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

The materials do not include an overview of the TEKS process standards incorporated into each lesson.

# 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 | The materials do not support students in justifying that there can be multiple ways to solve problems and complete tasks. | 2/3 |
| 6.1c | All criteria for guidance met. | 3/3 |
| — | **TOTAL** | 8/9 |

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

In the "Linear Expressions" lesson, the materials provide an opportunity for students to think mathematically. The materials also provide students with an opportunity to persevere through solving problems by starting with small one-step expressions and expanding upon that to solve more rigorous expressions.

In "Applications of Area, Surface Area, and Volume," the materials provide video-based lessons that break down abstract concepts into verbal and visual explanations, followed by interactive questions prompting students to apply their understanding, persevere, and make sense of the mathematics.

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

In the "Applications of Area, Surface Area, and Volume" lesson, the materials include guiding prompts to support students in understanding and explaining different approaches to solving problems, such as "On a separate piece of paper, draw the different ways you can divide the given shape into simpler shapes. Describe each result."

In "Single-Step Real-World Problems," the materials support student understanding that there are multiple ways to solve problems by suggesting listing, looking for a pattern, making a list, guessing and checking, creating a table, working backwards, and drawing a picture as examples when solving word problems.

The materials do not support students in justifying that there can be multiple ways to solve problems and complete tasks. Students are provided opportunities to utilize multiple ways to solve problems; however, the materials do not require students to justify their solutions.

## 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/or educators.

In the "Proportional Relationships" lesson, the materials require students to represent proportional relationships in multiple ways. The materials provide instructions for students to write about and discuss mathematics with their peers.

The materials require students to make sense of mathematics through opportunities to engage in and discuss math with peers, such as in "Unit Rates," where an Extension Activity has students work together to make sense of math concepts. For example, students present their findings from a comparison of unit rates of multiple brands of items gathered from a local store.

## 6.2 Facilitating Productive Struggle

| GUIDANCE | SCORE SUMMARY | RAW SCORE |
|---|---|---|
| 6.2a | The materials do not support educators in providing guidance to students to share and reflect on their problem-solving approaches, including arguments and multiple points of entry. | 4/8 |
| 6.2b | The materials do not include prompts and guidance to support educators in providing explanatory feedback based on student responses and anticipated misconceptions. | 0/4 |
| — | **TOTAL** | 4/12 |

### 6.2a – Materials support educators in guiding students to share and reflect on their problem-solving approaches, including explanations, arguments, justifications, and multiple points of entry.

The materials support educators in guiding students to share and reflect on their problem-solving approaches, including explanations and justifications for their solutions. For example, in the "Linear expressions" lesson, educators are given the following prompt: "Have students in each pair present one expression and their simplified answer. Have each student defend their reasoning."

In "Multi-Step Real-World Problems," the materials provide educators with support to guide students in sharing and reflecting on their problem-solving approaches, including explanations.

The materials, however, do not support educators in providing guidance to students on sharing and reflecting on multiple points of entry for their problem-solving approaches.

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

The materials do not include common misunderstandings or guidance for educators on how to prepare to address anticipated misconceptions. The *Teacher Resource* M*anual* includes an Observe and Respond section, which addresses how educators can provide feedback on responses or misconceptions. However, the lessons for grade 7 are in a different format and do not include this resource. This is not consistent with the format for grade 6 materials, which did contain the prompts and guidance referenced in the indicator.