Renaissance Learning, Inc.

Supplemental Spanish Mathematics, 6

Freckle for Math Spanish, 6

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	**9798998577215**	**Digital**	**Adaptive**

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	211	3	Flags Not in Report	Not Applicable	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	12 out of 18	67%
2. Progress Monitoring	17 out of 23	74%
3. Supports for All Learners	22 out of 33	67%
4. Depth and Coherence of Key Concepts	16 out of 16	100%
5. Balance of Conceptual and Procedural Understanding	32 out of 38	84%
6. Productive Struggle	19 out of 21	90%

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.	3/4
1.1b	All criteria for guidance met.	3/3
1.1c	All criteria for guidance met.	2/2
1.1d	The materials do not include protocols with corresponding guidance for unit and lesson internalization.	0/2
1.1e	The materials do not include guidance for instructional leaders to support educators with implementing the materials as designed.	1/2
—	**TOTAL**	9/13

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 instructional materials provide a structured and standards-based approach by outlining the Texas Essential Knowledge and Skills (TEKS), identifying the concepts covered, and offering a rationale for adaptive learning paths within the same grade level. The Freckle Teacher Dashboard includes a Standards tab, which lists the TEKS by strand and grade level, allowing teachers to locate and reference the standards easily. The materials also include a "Math Usage Recommendation" flyer that explains how the adaptive learning path adjusts based on student performance, supporting horizontal alignment by keeping students within their grade level while personalizing instruction. The materials do not include a rationale for how learning paths are designed to progress across grade levels (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 a "Math Usage Recommendation" flyer that outlines suggested time allocations, helping educators plan effective implementation.

The materials provide implementation ideas to support intervention, enrichment, and differentiated practice, making the program adaptable to a range of instructional needs.

The "Content Area Characteristics" resource offers guidance on when and how to use various practice types, helping teachers align instructional decisions with student needs and content demands.

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

The materials integrate diagnostic assessments into the platform, which adapt in real time based on student responses, enabling personalized instructional planning.

Assessment data aligns with the grade 6 TEKS. This data generates individualized instructional recommendations that address specific learning needs.

Results from these adaptive diagnostics support educators in identifying learning gaps and making informed pacing and grouping decisions.

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

The program does not include resources or tools that support teachers in internalizing lesson content or engaging deeply with instructional goals.

The materials do not provide instructional planning guides or protocols to assist educators in previewing lessons or preparing for instruction.

Support for educators is limited to platform navigation and usage. Such support does not focus on content unpacking or instructional decision-making.

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

Freckle for Math (Spanish) offers resources for instructional leaders to assist educators with implementing the program as intended. These resources are available through the Help Center. For instance, the program outlines its structure, details instructional strategies, and provides pacing recommendations. In the "Smart Start" course (60 minutes), educators can access the "Getting Started," "Basic Navigation," "What Is Freckle?" (video), and "Teacher Platform Tour" modules. These modules serve as introductory resources designed to build foundational knowledge, focusing on platform navigation and essential best practices for effectively using *Freckle for Math (Spanish)*.

The materials provide resources for instructional leaders to support educators in implementing the materials as designed. For example, the Help Center's Administrator Dashboard offers a variety of student data resources that allow administrators to monitor growth. For example, the Growth Data page includes the "Growth by Student" chart as well as the "Growing Versus Struggling Students," "Average

Grade-Level Growth," and "Growth by School/Teacher/Student" overviews. However, the product does not provide explicit guidance on how to apply these resources in practice.

1.2 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	This guidance is not applicable to the program.	N/A
1.2b	All criteria for guidance met.	3/3
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 student(s).	0/2
—	**TOTAL**	3/5

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.

Lessons include clearly stated objectives aligned to the grade 6 TEKS, ensuring focused instruction on required standards.

The materials offer a structured layout of daily and weekly instructional segments. This layout includes suggested time frames to support lesson pacing.

Embedded assessments align with instructional components, providing teachers with actionable data to support informed lesson planning and adjustment.

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 include only one English-language family letter. The materials do not provide Spanish translations or multilingual resources.

The materials lack family-facing guidance to help families reinforce content at home, such as unit overviews, tip sheets, or learning supports.

Although tasks align with the TEKS, the materials do not consistently provide tailored guidance for families to support individual student learning needs outside the classroom.

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	The materials do not include the definition for the types of instructional assessments.	1/2
2.1b	The materials do not include guidance to ensure consistent and accurate administration of instructional assessments.	1/2
2.1c	The materials do not include content and language supports and calculators that educators can enable or disable to support individual students.	2/4
2.1d	All criteria for guidance met.	4/4
2.1e	All criteria for guidance met.	4/4
—	**TOTAL**	12/16

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

The materials organize assessments by instructional intent, including assessments designed to target specific skills or track mastery over time.

Summative tools, such as benchmarks, align with the grade 6 TEKS. These tools measure student proficiency.

However, the materials do not provide explicit definitions or clear distinctions between diagnostic, formative, and summative assessments, which may limit clarity for instructional planning and assessment literacy.

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

Help Center articles provide guidance for educators on how to assign and use assessments, supporting basic platform navigation and functionality.

The materials promote the accurate use of assessment tools. However, the materials lack instructional guidance on how to analyze results and apply them to planning or instructional adjustments.

Teachers can access dashboards and performance reports that support the administration and interpretation of assessment data, enabling progress monitoring at the classroom level.

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 materials offer printable versions of digital assessments, providing flexibility to accommodate individual student needs and varied testing environments.

The materials provide text-to-speech functionality. Educators can enable or disable this feature, supporting accessibility for students requiring audio support.

However, the platform does not include teacher-enabled scaffolds for content or language. The platform also does not provide calculator accommodations, limiting formal support options for diverse learners.

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

The Freckle Math Practice Program includes diagnostic assessments with TEKS-aligned tasks and questions that incorporate multiple interactive item types and span varying levels of cognitive demand. Students engage with formats such as text entry, multiselect, multiple-choice, drag-and-drop, and open-ended responses, which appear throughout the "Targeted Practice" section and "Depth of Knowledge" challenges. These assessments allow students to demonstrate understanding through more than two unique item types and reflect more than two levels of complexity. The "Adaptive Math Pathway" component functions as a diagnostic tool, adjusting in real time to identify mastery and learning gaps. This adaptive feature delivers differentiated, TEKS-aligned instruction and ensures students are assessed at appropriate levels of challenge. Teachers can preview and customize diagnostic items to tailor instruction and address student needs. The materials clearly describe how students interact with content and how teachers manage assessments, supporting instructional decision-making and aligning fully with this indicator's expectations.

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

Freckle Math Practice provides students with two or more unique question types, which include text entry, drag-and-drop, multiple-choice, and multiple-answer questions within the "Targeted Math Practice" materials (formative assessments). The materials offer formative assessments in different forms and for different purposes. For enrichment, students can work on "Depth of Knowledge" questions, "a set of higher-level thinking questions for a specific standard to help students master concepts." Grade 6 students and educators also have the opportunity to practice math standards using "Constructed Response" questions, which "explore math standards through open-ended conceptual, situational, and visual questions."

The grade 6 materials include a variety of formative assessments that feature TEKS-aligned questions with more than two levels of complexity. For example, in the "Adaptive Practice" and "Targeted Assessment" materials, each student begins with a pretest that determines their proficiency level. The difficulty of these tests adapts based on students' responses. The grade 6 materials include key features such as TEKS-aligned formative assessments, interactive question types, and tasks at different levels of difficulty. The "Adaptive Practice" component helps students and makes it easy for teachers to track progress and adjust instruction.

The "Targeted Math Practice" component allows teachers to assign TEKS-aligned tasks with exit tickets, including interactive types. "Focus Skills Practice" is available for all students, which allows them to practice the most critical skills across math domains.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	The materials do not include a rationale for each correct and incorrect response.	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 platform allows students to select from multiple solution strategies within adaptive tasks, promoting flexible thinking and individual problem-solving approaches.

Some tasks include feedback and reflection prompts that encourage students to self-monitor their progress and build metacognitive skills.

However, the materials lack structured opportunities for teacher-facilitated math discourse and open-ended problem-solving, limiting student engagement in mathematical communication and reasoning beyond the adaptive platform.

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

Teachers can assign, reassign, and schedule assessments based on individual or group learning needs, supporting instructional flexibility.

Platform settings allow educators to control content access and adjust pacing, enabling custom implementation across a variety of classroom models.

A clear and user-friendly interface ensures that assessments can be administered consistently and efficiently across different classrooms and instructional settings.

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

Tasks provide students with multiple strategy options, supporting diverse problem-solving approaches and encouraging flexible mathematical thinking.

The platform includes progress-tracking tools, such as skill trees and performance dashboards. Such inclusions allow students to monitor their own learning and growth.

Task completion feedback offers opportunities for students to reflect on their performance, promoting self-awareness and fostering independent learning habits.

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.

Students can view a list of completed skills and identify areas that require further practice, promoting goal-setting and encouraging students to take ownership of their learning.

The platform's dashboard enables students to revisit and retry questions, promoting continuous improvement and progress monitoring.

The materials enable the visible tracking of progress across domains and standards. This feature supports student reflection and helps them understand their learning trajectory over time.

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 pre-teaching supports for developing academic vocabulary and unfamiliar references in text or embedded supports for unfamiliar references in text.	1/4
3.1c	All criteria for guidance met.	2/2
3.1d	The materials do not include calculators or language supports that educators can enable or disable to support individual students.	1/3
3.1e	All criteria for guidance met.	2/2
—	**TOTAL**	7/12

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 provide explicit educator guidance to scaffold instruction for students who are not yet proficient in prerequisite or grade-level concepts.

Using the program's "Adaptive Math Pathway" feature, educators can assign unit-specific pretests to grade 6 students. The platform uses AI to assign tasks tailored to each student's math level based on their performance.

Lessons include structured supports, such as intervention strategies and step-by-step instructional guidance, to address unfinished learning.

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 materials do not include explicit pre-teaching guidance to support the development of academic vocabulary or to address unfamiliar references in the content.

The materials do not include embedded supports specifically designed to clarify unfamiliar cultural or contextual references.

However, the materials include underlined academic vocabulary terms within student-facing content. Students can click on these terms to hear or view definitions during both adaptive and teacher-assigned practice, supporting in-the-moment vocabulary development.

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 materials include explicit educator guidance for enrichment activities designed for students who have mastered grade-level content.

The materials offer inquiry-based lessons as cross-curricular activities that build conceptual understanding through real-world mathematical scenarios.

Freckle for Math (Spanish) provides six help articles that explain how inquiry-based lessons function, offering educators guidance on assignments, pacing, and options for completion outside the platform.

The materials integrate inquiry-based lessons into the "Extend Thinking" math practice, allowing students to explore TEKS-aligned standards more deeply and develop critical-thinking skills beyond procedural fluency.

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.

The materials include text-to-speech functionality that educators can enable or disable, providing accessibility support for students with diverse needs.

Students can toggle between English and Spanish, and they can access Spanish audio and navigation. However, these features are general accessibility tools, not formal accommodations.

The platform does not offer calculator functionality as a selectable accommodation.

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 provide guidance for students to demonstrate their understanding of mathematical concepts through multiple modes, including verbal explanation, written expression, and visual representation. For example, teachers can assign Standard 6.5A in various formats to promote student choice and personalize their expression of learning.

Inquiry-based learning slides and projects enable students to perform hands-on problem-solving, express their understanding through questioning and discussion, and represent their thinking with visual tools such as graphs and diagrams.

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 *Freckle for Math (Spanish)* materials include inquiry-based lessons, such as "Tour de France." This lesson asks students to calculate distances based on time traveled, anchoring the lesson in a real-world context. The lesson prompts students with questions such as, "What questions are we trying to answer?" On Days 1–2 of the inquiry-based lesson, students use a table and graph to monitor their hourly progress during the race, applying mathematical reasoning to track and interpret data.

As the lesson progresses, students compare their speed to two other cyclists. After "winning" the race, students design and price a new bike. This scenario blends real-life problem-solving with mathematical application, reinforcing key concepts and engaging learners in meaningful ways.

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 materials include multi-tiered intervention methods designed to support student learning across different types of practice and instructional structures. *Freckle for Math (Spanish)* offers a variety of intervention methods that support both guided and independent practice through its adaptive platform, allowing for differentiated pathways based on student proficiency.

Additionally, the platform enables independent practice through adaptive math and includes embedded scaffolds for small group or individual instruction, aligning with multiple instructional structures.

The platform's "Adaptive Math Pathway" component enables teachers to group students strategically and deliver individualized support, indicating that the product supports more than one instructional model.

Freckle for Math (Spanish) includes multi-tiered intervention methods for various types of practice, including guided, independent, and collaborative practice. Students independently engage in "Adaptive" and "Focus Skills" practice, receive step-by-step support through "Guided Practice," and collaborate through "Peer-to-Peer Math Supports" and inquiry-based lessons.

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

The materials offer a "Methods of Practice" section, which provides structured enrichment opportunities. These opportunities allow students who have mastered content to deepen their understanding and engage in more complex mathematical thinking. The materials provide clear teacher guidance for addressing the needs of advanced learners through built-in enrichment strategies, particularly within the product's adaptive structure.

The *Freckle for Math (Spanish)* materials incorporate enrichment prompts that align with the "Adaptive Math Pathway" component, guiding students to explore concepts more deeply through differentiated tasks. The "Using Freckle for Enrichment" help article states that the materials offer a range of practice types that function as enrichment. Educator-facing prompts accompany such practice, helping educators implement these opportunities purposefully and effectively. The product thus includes meaningful enrichment pathways and instructional supports that satisfy the evidence guide's criteria.

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

The materials include math practice, which provides comprehensive and actionable feedback mechanisms that support student growth by helping learners understand and reflect on their mathematical thinking. The Math Practice Program provides teachers with data through constructed response tools and progress tracking, guiding future instructional steps.

The *Freckle for Math (Spanish)* materials include prompts and guidance for students to reflect on their strategies and responses. As the "What Math Reporting and Data Is Available?" help article explains, the platform provides educators with live or formative reports that support monitoring and real-time feedback. Additionally, the platform offers detailed reporting tools that assist teachers in making informed instructional decisions and supporting student self-awareness in learning.

The *Freckle for Math (Spanish)* materials align with the evidence guide's expectations by offering clear tools and supports for formative feedback (both for students and educators).

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	This guidance is not applicable to the program.	N/A
3.3c	The materials do not include implementation guidance to support educators in effectively using the materials in state-approved bilingual/ESL programs.	0/1
3.3d	The materials do not include embedded guidance for making cross-linguistic connections through oral and written discourse. The materials do not build background knowledge through written discourse. The materials do not develop academic vocabulary through oral and written discourse.	3/8
3.3e	This guidance is not applicable to the program.	N/A
—	**TOTAL**	3/9

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.

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

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

The materials do not provide targeted guidance to support implementation in state-approved bilingual or ESL instructional settings.

The materials do not include references to the English Language Proficiency Standards (ELPS), dual language strategies, or differentiated language accommodations in teacher resources or instructional materials.

While students engage with tasks at varied proficiency levels, the platform lacks explicit instructional recommendations to support language acquisition or alignment with bilingual or ESL frameworks, limiting its utility for emergent bilingual learners.

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 materials do not include embedded guidance to support emergent bilingual students in developing academic vocabulary or making cross-linguistic connections through oral or written discourse opportunities, nor in building background knowledge through written discourse. However, the materials increase comprehension through oral discourse, build background knowledge through oral discourse, and increase comprehension through written discourse. The materials on the Student Home Page allow students to use a *Pistas* (Hints) or *Enséñame* (Show Me) button. The *Pistas* button provides the student with real-time hints, which include definitions. The *Enséñame* button directs the student to a guided practice that supports them in answering the original problem.

The Help Center materials offer support for emergent bilingual students by increasing their comprehension through oral discourse, building background knowledge through oral discourse, and increasing comprehension through written discourse.

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.

Tasks engage students in applying mathematical knowledge and demonstrating conceptual understanding rather than focusing solely on procedural skills.

The materials require students to justify their reasoning and solve multistep problems, supporting students' deeper thinking and problem-solving fluency.

The content encourages students to explore mathematical concepts beyond surface-level procedures, promoting a richer understanding of the grade-level TEKS.

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.

Lessons are designed to increase in complexity and depth across instructional units, gradually increasing in cognitive demand.

The materials include enrichment opportunities that allow students to extend their learning beyond the grade-level TEKS, supporting students' advanced exploration of concepts.

Adaptive features dynamically adjust the rigor of tasks based on student performance, enabling differentiation for students working at or above grade level.

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.

Practice begins with guided examples that introduce new concepts. Practice then transitions into independent tasks, aligning with a gradual release of responsibility model.

The materials embed hints and explanations early in practice. These hints and explanations systematically diminish as students demonstrate increased mastery.

Lesson pathways are designed to build toward student independence, supporting students' development of self-directed learning and problem-solving skills.

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

Students engage in scaffolded practice that progressively becomes more independent, aligning with instructional best practices for gradual release.

The materials include embedded supports, such as hints and prompts. These supports automatically diminish as students demonstrate proficiency, promoting autonomous learning.

Educators deliver instruction through tiered adaptive pathways that adjust based on student performance, allowing for personalized progression and targeted intervention.

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.

Tasks are intentionally designed to increase in complexity and depth across lessons, promoting students' development of higher-order thinking skills.

The materials include embedded supports, such as digital manipulatives, hints, and visual models, which help scaffold learning and reinforce conceptual understanding.

Lessons align with student progression through the adaptive platform. Each lesson's structure allows for a gradual increase in cognitive demand, supporting both accessibility and academic growth.

4.3 Coherence and Variety of Practice

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.3a	All criteria for guidance met.	2/2
4.3b	All criteria for guidance met.	2/2
—	**TOTAL**	4/4

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

The materials include educator-facing resources that guide teachers through account setup, platform navigation, and task assignment processes, ensuring a smooth onboarding experience.

Support articles provide practical examples of how to use various platform features effectively, reinforcing confident and consistent usage.

A centralized Help Center provides initial implementation support. The Help Center offers training content and step-by-step instructions to assist educators with foundational setup and instructional planning.

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

Teachers can access basic professional learning opportunities through support articles and instructional videos, which offer guidance on using the platform effectively.

The professional learning content addresses how to interpret reports and apply adaptive practices to guide instruction and support differentiated learning.

Resources model teacher actions during the planning and implementation phases, helping educators translate platform tools into classroom practice.

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.

Students interact with various visual models, including number lines, area and perimeter diagrams, as well as two- and three-dimensional geometric representations.

The product's core features—math practice, "Depth of Knowledge" challenges, inquiry-based lessons, and benchmark assessments—consistently include tasks that prompt students to interpret, analyze, and evaluate mathematical visuals.

For example, in 6.6C, students represent a situation involving two variables. The "What Is Freckle Math Practice?" article explains this information and details the 6.6C practice.

These features fully align with Guidance 5.1a by promoting deep conceptual understanding through visual analysis.

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

The materials include math practice prompts that ask students to use models to solve mathematical problems.

The materials include access to digital manipulatives, such as base-ten blocks and number lines. Students are tasked with representing mathematical ideas.

Inquiry-based lessons provide opportunities for students to create pictorial representations and represent various mathematical situations.

Grade 6 includes an inquiry-based lesson titled "Tour de France." This lesson provides questions and task opportunities for students to create models and represent ratios. The lesson's Day 2 Inquiry Sheet gives students a ratio scenario that describes traveling at 40 kilometers per hour. The sheet asks students to model and represent this situation by creating a graphical representation on a coordinate grid. The Day 3

Inquiry Sheet gives students a ratio scenario describing three different bike riders traveling at different speeds. The sheet asks students to model and represent this situation by creating a table representation.

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

The materials provide frequent and varied practice opportunities through features such as "Depth of Knowledge" challenges, "Math Practice," "Benchmarks," and "Targeted Practice" sessions. These tasks span multiple math domains and offer students consistent opportunities to engage with the grade-level TEKS in formats that reinforce and apply students' learning.

For example, in "Targeted Math Practice" tasks, students can practice multistep problems that require conceptual thinking and make connections across mathematical concepts. In grade 6, 6.21D, students use information from a relative frequency table using real-life data.

Since the product includes frequent, TEKS-aligned opportunities for practice, it satisfies the requirements of Guidance 5.1c.

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 mathematical tasks.

The "Fact Practice" feature provides frequent and targeted opportunities for students to develop automaticity with core mathematical operations. This feature is adaptive, time-based, and focuses on developing the quick recall of basic facts, supporting the fluency and accuracy needed to access more complex tasks.

The "What Is Fact Practice?" help article explains that the "Targeted Math Practice" activities include repeated opportunities to strengthen procedural fluency, allowing students to practice grade-level foundational skills such as multiplication, division, and number relationships. These activities are intentionally designed to promote fluency, thus supporting automaticity.

Additionally, the "Freckle Math Usage Recommendations" resource provides structured "Fact Practice" opportunities that allow students to refine their skills through consistent use and teacher-facilitated integration. The materials embed fluency routines across the platform, which are scaffolded for progression.

The product thus meets all of the evidence guide's criteria for fluency development, particularly regarding the importance of automaticity for grade-level success.

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

The materials include "Fact Practice" opportunities, which provide students with ongoing opportunities to apply efficient, flexible, and accurate mathematical procedures throughout the learning pathway. The materials offer repeated, targeted practice that emphasizes accurate solution strategies and encourages students to approach tasks using a variety of methods.

The "What Is Freckle Math Practice?" help article explains that the "Adaptive Math Practice" component allows students to engage with problems that encourage flexible thinking by promoting multiple pathways to solutions. Students receive real-time feedback, and they are guided toward more efficient strategies based on their performance.

The materials expose students to both adaptive and targeted math tasks, which require students to apply accurate procedures while encouraging them to refine and improve their efficiency over time.

This strong, consistent documentation confirms that the product supports all three aspects of mathematical procedural fluency: efficiency, flexibility, and accuracy.

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 provide consistent and explicit opportunities for students to evaluate mathematical representations, models, strategies, and solutions with a focus on efficiency, flexibility, and accuracy throughout the learning pathway. Grade 6 students engage in "Depth of Knowledge" challenges, such as those aligned to Standard 5.2B. Students must not only solve problems but also justify and compare various problem-solving methods.

The "Adaptive Math Practice" platform is designed to present students with diverse strategies and model types, encouraging students to reflect on the most effective or appropriate strategies in context. These prompts cultivate strategic thinking and self-evaluation.

Additionally, students analyze the location of coordinates on a coordinate plane and explore different models and solution paths through teacher-facilitated discussion and "Depth of Knowledge" tasks. This structured reflection helps students develop a metacognitive approach to problem-solving, strengthening their ability to assess the efficiency, flexibility, and accuracy of various approaches. The product thus satisfies the criteria for Guidance 5.2c.

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

Freckle for Math (Spanish) supports students in selecting increasingly efficient approaches through "Depth of Knowledge" tasks, which present problems in progressively complex ways. These tasks help students explore and compare multiple strategies to determine the most effective solution.

Grade 6 inquiry-based lessons provide structured opportunities for students to reflect on their problem-solving methods. Group work, class discussions, and daily reflections prompt students to explain their thinking and evaluate which strategies are the most efficient.

Instructional videos and embedded guided practice support students in identifying and applying more efficient approaches. Hints and walkthroughs help students adjust their strategies in real time during independent practice.

The materials support teachers with prompts and questions that guide students in evaluating their methods and refining their approaches. These tools help students become more strategic and confident problem-solvers.

5.3 Balance of Conceptual Understanding and Procedural Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.3a	The materials do not explicitly state how the conceptual and procedural emphases of the TEKS are addressed.	0/2
5.3b	All criteria for guidance met.	3/3
5.3c	The materials do not include supports for students in defining and explaining concrete to abstract concepts, as required by the TEKS.	5/6
—	**TOTAL**	8/11

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

The materials do not explicitly explain how conceptual understanding is developed across lessons. An inquiry-based lesson for 6.5A ("Ratios and Rates") is an example of a point where procedural understanding may be developed. However, the materials do not address or develop conceptual understanding.

A general help article notes that the materials identify conceptual and procedural goals, but does not point to a specific instructional example. Given the lack of consistent, explicit evidence of how core instruction develops conceptual and procedural understanding across the TEKS, the materials received no points for Guidance 5.3a.

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

The materials provide clear opportunities for students to use concrete models, pictorial representations, and abstract models, as required by the TEKS. The materials include "Adaptive Practice" and "Targeted Practice" features that scaffold learning from visual to symbolic representations. Students use visual models such as number lines and bar models to solve problems involving rational numbers and proportional reasoning.

The materials embed visual supports such as area models, arrays, and base-ten blocks in instructional tasks to reinforce students' understanding of abstract concepts. The "What Instructional Supports Are Offered Within the Math Practice Program?" article details the instructional supports that the program offers.

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.

Lesson sequences first guide students through building pictorial models. Students then answer discussion prompts that ask them to explain their numeric strategies. The materials contain multistep activities in which students define operations through model-based examples, supporting metacognitive development.

Tasks are designed to elicit students' justifications and explanations of abstract procedures using drawings or manipulatives.

The materials do not support students in defining and explaining concrete models to abstract concepts, as required by the TEKS.

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	All criteria for guidance met.	2/2
—	**TOTAL**	8/8

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

The materials provide students with "Guided Practice" examples that support understanding when they encounter difficulties with a question. These examples walk students through a step-by-step process to solve a similar problem, helping them grasp the concept more effectively. These examples also incorporate visuals, which enable students to develop their academic mathematical language and enhance their comprehension. For example, when students learn about diagrams, *Freckle for Math (Spanish)* offers visuals and underlines interactive vocabulary. This vocabulary includes audio support and definitions. When working on the "Targeted Math Practice" or "Adaptive Pathway" components, students can select underlined academic vocabulary to view or hear a definition, which includes guided questions and prompts.

The "¿Qué quieres practicar hoy?" section of the "Proporcionalidad" unit guides students through proportional reasoning using visual representations, such as tables, double number lines, and ratio models. In grade 6, students solve problems involving equivalent ratios by interpreting visuals and applying academic vocabulary such as *ratio, unit rate,* and *proportional relationship.* Guided prompts ask students to explain why a relationship is or is not proportional using terms from the visual.

The "Adaptive Practice, Proportionality: 6.4B" activity aligns with TEKS 6.4B. Students complete a ratio table and use the values to plot coordinate pairs on a graph. Students also respond to prompts such as "What does each point represent in the context of the ratio?" and "How does the graph show a constant rate?" These prompts encourage students to use academic terms such as *ratio, equivalent, coordinate pair,* and *constant of proportionality.* This activity supports students' conceptual understanding and their use of precise mathematical language in context.

In the "Targeted Math Practice, 6.12A: Represent Data in Stem and Leaf Plots" activity, the materials provide students with math practice that incorporates academic mathematical language using visuals and manipulatives, which serve as language development strategies.

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.

As the "What Are Inquiry-Based Lessons?" article explains, inquiry-based lessons foster deeper discussions among students due to their open-ended structure. These lessons provide a framework for collaboration as students tackle word problems using sentence stems and engage in class discussions, which are guided by specific questions that encourage students to use mathematical language. Inquiry-based lessons offer scaffolding and support by integrating academic mathematical vocabulary into real-world contexts, enabling students to effectively communicate with educators and their peers. Through structured discussions and clarifying questions, the materials encourage students to use this vocabulary in meaningful ways, thus extending their understanding and application of mathematical concepts.

The materials support students by including underlined academic terms such as *perimeter, vertex,* and *ratio* during practice problems. When students select these terms, the program opens clickable definitions and audio pronunciations, enabling students to understand and use the vocabulary correctly with peers and educators.

"Guided Practice" materials provide students with step-by-step help using clear academic language. As students work through problems, the program shows them examples that use terms such as *partition, numerator,* and *product.* Students must respond at each step, which helps them practice and understand the vocabulary in context rather than simply seeing it.

Inquiry-based lessons are cross-curricular activities that build students' conceptual understanding of mathematical topics while students explore real-world scenarios. Through inquiry-based lessons, students develop questions to answer, collaborate to find solutions, and think critically.

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

The "What Instructional Supports Are Offered Within the Math Practice Program?" article states that if students answer a question incorrectly, they will automatically receive a combination of guided practice examples (when accessible), hints, and/or videos (which are only available in English).

The materials include underlined academic vocabulary within student-facing math questions across grades 4–6. These words are clickable and provide definitions and audio support, helping students understand and apply precise mathematical language in written and verbal responses. This embedded feature supports student discourse by reinforcing vocabulary in context.

The materials include built-in guidance that helps students use correct math vocabulary during problem-solving and discussion. In the "Guided Practice" materials, when a student needs help, the program guides them through each step using precise terms such as *numerator* and *partition*. Students must

respond at each step, which helps them apply the language in real time and prepares them to use this language when talking with teachers or classmates.

Teacher guidance for inquiry-based lessons incorporates sentence starters for accountable student talk. This feature allows students to communicate their own ideas as well as validate and question what their classmates have to say.

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

Educators can use inquiry-based lessons in a whole class or small group setting. In a whole class setting, students can hear math language with peers through videos setting up the week's inquiry. Students can refine and use math language with peers when they work through the inquiry and present their solutions to the class. In a small group setting, students can hear, refine, and use math language with peers when they rewatch the inquiry video to review a concept or advance to a new concept.

Freckle for Math (Spanish) includes a "Peer-to-Peer Math Supports" feature in which students can see the names of up to three classmates who have already mastered the current skill they are working on. This feature encourages students to ask questions and listen to their classmates' explanations, allowing students to hear and engage with academic math language directly from peers.

Inquiry-based lessons for grades K–5 begin with structured "Number Talk" activities, which include scripted teacher prompts such as "Who can explain how they solved it?" or "Can someone restate ___'s method?" These prompts help students explain their thinking and listen to how classmates use math vocabulary, creating regular opportunities to hear and practice academic language during discussions.

Teacher guidance for inquiry-based lessons incorporates sentence starters for accountable student talk. This inclusion gives students an opportunity to communicate their own ideas as well as validate and question what their classmates have to say.

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.

Freckle for Math (Spanish) includes automated feedback on student responses. If a student selects an incorrect answer, the system highlights common misconceptions, provides hints, and directs the student toward a different approach instead of marking the answer wrong. For example, when students compare precipitation measures between two cities, the program provides guidance steps for students who demonstrate misunderstanding.

The materials' adaptive system immediately presents guided practice examples when students answer a question incorrectly. These examples anticipate common misconceptions and model exemplary responses, enabling students to compare their thinking to a correct process.

Support articles indicate that the program includes features for anticipating common student responses, such as misconceptions or varied solution strategies. These articles mention providing exemplary answers or model responses for teachers to reference.

The materials weave instructional supports throughout "Adaptive Practice" and "Targeted Math Practice." When students answer a question incorrectly, the materials automatically present them with a mix of guided practice examples (when available), hints, and/or videos. Students can select the on-screen question mark icon to access a guided practice example, the light bulb icon to see a hint, or the video camera icon to watch a video.

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.

Through its adaptive, differentiated instructional model and alignment with state content standards, *Freckle for Math (Spanish)* provides just-right, standards-aligned practice that adapts to each student's level. Teachers can assign specific TEKS-aligned math skills, or students can work independently through adaptive pathways. The product supports the TEKS process standards by encouraging problem-solving and reasoning through real-world math challenges, promoting mathematical communication and representation through interactive tasks, and allowing students to select appropriate tools and techniques as they progress through scaffolded practice.

Freckle for Math (Spanish) offers a Standards page, which is located in the "Assessments and Assignments" section. Teachers can use this page to track student progress on specific state standards (such as the TEKS). This feature demonstrates that the product weaves process standards into its materials and personalized practice paths. These standards guide the selection of tools, problem-solving methods, and justification in context.

Freckle for Math (Spanish) aligns its content to the TEKS and supports key process skills such as applying problem-solving strategies, communicating with precise mathematical language, justifying reasoning, using tools and models, and making connections between mathematical ideas. The program embeds these skills throughout its "Guided Practice," "Number Talk," and "Focus Skills" features, as well as in real-world application tasks, all of which reflect the intent of the TEKS process standards.

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

Freckle for Math (Spanish) incorporates the Math TEKS process standards throughout its learning pathways by embedding these standards into its "Adaptive Math Pathway" component, ensuring students engage in problem-solving, reasoning, and communication as they progress. Working through this learning pathway encourages students to analyze problems, justify their answers, and apply strategies. Such work aligns with the TEKS process standards (such as using a problem-solving model and selecting appropriate tools).

While these tasks reflect the use of process standards within individual lessons, the materials do not include a description of how the program incorporates process standards throughout the learning pathways or how these standards connect across lessons. The materials offer no clear guidance for educators on how these standards build over time or link between units, which limits the visibility of a cohesive progression.

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	All criteria for guidance met.	3/3
6.1c	All criteria for guidance met.	3/3
—	**TOTAL**	9/9

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

The materials engage students in rigorous tasks that promote productive struggle and repeated attempts. For example, the "Depth of Knowledge" challenge for 6.4H prompts students to revise their solutions and apply reasoning through multistep tasks.

"Depth of Knowledge" challenges provide extended response opportunities that require student perseverance.

Inquiry-based lessons guide students to persist through tasks that require evaluation and strategy sharing.

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

The materials help students track their progress and build confidence through embedded feedback mechanisms and instructional scaffolds. For example, "Guided Practice" routines encourage and reinforce self-efficacy by providing just-in-time feedback. Such practice allows students to receive feedback, adjust their problem-solving approaches, and try alternative strategies.

An article describes the program's use of adaptive feedback and tiered supports tailored to each student's skill level. Such feedback and supports help students engage with content in ways that promote strategic flexibility.

Inquiry-based lessons encourage students to articulate their learning, persist in solving real-world scenarios, and explore real-world problems using multiple strategies. For example, students might compare data using tables, graphs, or proportional reasoning and then choose which method best supports their solution.

"Number Talk" and "Dot Talk" activities further support flexible mathematical thinking by prompting students to share and justify different strategies aloud, such as decomposing numbers, using compensation, or estimating. These routines create space for learners to recognize multiple valid approaches to a single problem, improving students' understanding and confidence.

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.

The product includes tasks and tools that encourage students to reflect on and revise their work using strategic supports. For example, in the 6.5B Inquiry Sheet for grade 6, students engage in discussions that require them to revisit and adjust their thinking.

Stations enable students to return to prior tasks and practice different strategies for deeper understanding.

The materials structure inquiry-based settings to promote multiple attempts and collaborative revision.

6.2 Facilitating Productive Struggle

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.2a	The materials do not support educators in guiding students to share and reflect on their problem-solving approaches, including multiple points of entry.	6/8
6.2b	All criteria for guidance met.	4/4
—	**TOTAL**	10/12

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 promote student explanation through structured group activities, prompts, and teacher guidance. Inquiry-based lessons include built-in discussion routines and sentence stems for students to articulate their reasoning during collaborative tasks.

The inquiry-based lesson for 6.5A provides opportunities for students to explain and defend their mathematical reasoning.

Even in open-ended tasks, *Freckle for Math (Spanish)* includes supports for students to justify their strategies using academic language.

Grade 6 materials do not support educators in guiding students to share and reflect on their problem-solving approaches (including multiple points of entry).

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

The materials support students in revising their work through feedback loops, exemplary models, and embedded instructional prompts. The Math Practice Program includes adaptive supports, which provide just-in-time hints and guided steps when students respond incorrectly.

The "Adaptive Math Pathway" component incorporates responsive scaffolds to help students understand errors and reattempt problems with support.

Teacher guidance and exemplary student answers accompany "Constructed Response" problems, helping students evaluate and revise their thinking.