

Lowman Education, LLC

Supplemental English Mathematics, 6

6th Grade Math

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	9781967218714	Digital	Static

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	1	20	Flags Not in Report	Not Applicable	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	13 out of 23	57%
2. Progress Monitoring	12 out of 20	60%
3. Supports for All Learners	35 out of 36	97%
4. Depth and Coherence of Key Concepts	11 out of 16	69%
5. Balance of Conceptual and Procedural Understanding	38 out of 38	100%
6. Productive Struggle	20 out of 21	95%

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 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.	0/5
1.1b	The materials do not include an implementation guide with usage recommendations and strategies for effective educator use, such as just-in-time supports, advanced learning, or a course.	0/3
1.1c	The materials do not include a TEKS correlation guide with recommended skill entry points based on diagnostic assessment results.	0/2
1.1d	All criteria for guidance met.	2/2
1.1e	All criteria for guidance met.	2/2
—	TOTAL	4/14

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.

Materials do not include an alignment guide outlining Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and concepts covered. The materials do not reference vertical or horizontal alignment across or within grade levels. The materials do not include a rationale for learning paths or progression of concepts.

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 do not include an implementation guide with usage recommendations or educator strategies. The materials do not include just-in-time supports, advanced learning options, or course-level guidance, nor do they include resources to support effective implementation.

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

The materials do not include a TEKS correlation guide, nor do they offer guidance on skill entry points based on diagnostic assessments. While the lessons reference the TEKS, the materials do not include a standalone guide aligned to student performance data.

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

The materials include protocols or guidance for unit or lesson internalization. The materials do not include unit overviews or lesson plans. The materials provide support for educators to internalize student lessons.

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

The materials include resources and guidance for instructional leaders and provide support to help leaders assist educators with implementation. Course materials are available, with access to any potential leadership tools.

1.2 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	All criteria for guidance met.	7/7
1.2b	This guidance is not applicable to the program.	N/A
1.2c	All criteria for guidance met.	2/2
—	TOTAL	9/9

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.

The materials provide daily resources for students and teachers, such as worksheets, assignments, required materials lists, and exit passes. The teacher lessons include time frames, learning objectives aligned with the TEKS and ELPS, and detailed lesson plans. Each unit assessment is aligned with the TEKS, and the answer keys indicate the corresponding standards. The assessments are also aligned to the ELPS.

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.

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

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 a "Family Letter" in English and Spanish for each unit, outlining the unit's content, purpose, and ways families can support learning at home. The "Family Letter" reinforces in-class learning with at-home support suggestions, such as reviewing homework at night and incorporating math into everyday life.

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 and intended purpose of the types of instructional assessments.	0/2
2.1b	All criteria for guidance met.	2/2
2.1c	Digital assessments do not include text-to-speech, content and language supports, or calculators that educators can enable or disable to support individual students.	Not Scored
2.1d	The materials do not include diagnostic assessments with TEKS-aligned tasks or questions, including interactive item types with varying complexity levels.	0/4
2.1e	All criteria for guidance met.	4/4
—	TOTAL	6/12

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

The materials do not include definitions and intended purposes for instructional assessments, such as warm-ups, exit passes, and essays. The materials do not provide guidance or examples that demonstrate how to use different formative assessments effectively. The materials do not include clarity and support for teachers in assessing and monitoring student progress.

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

The materials provide definitions or supporting documents to help teachers understand and administer assessments consistently. The materials include practical tools, such as time suggestions or scripts, to support efficient and uniform assessment delivery.

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.

This is a static program that includes printable assessments. Assessments are not designed to be digital assessments. They do not include digital accommodations such as text-to-speech, content and language supports, and calculators, that educators can enable or disable to support individual students.

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

The materials do not include diagnostic assessments aligned to the TEKS or with varied complexity levels. The materials do not provide pre-unit or pre-lesson assessments to gauge prior knowledge. The materials do not include diagnostic tools.

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 offer diverse formative assessments aligned to TEKS with multiple levels of complexity, including real-world application tasks. Assessments include various item types, such as multiple-choice, fill-in-the-blank, and open-ended questions, but do not use interactive technology; instead, they rely on paper-based formats. Formative assessments, such as exit tickets and embedded lesson tasks, effectively monitor student progress throughout the course.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	Instructional assessments 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	All criteria for guidance met.	2/2
2.2e	This guidance is not applicable to the program.	N/A
—	TOTAL	6/8

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

The "Unit Test Administration Guide" includes a section on Reporting and Reflection, which advises teachers to use the "Unit Test Progress Monitoring Guide" to track and identify trends in student understanding and areas for re-teaching.

The exit pass is a student activity with no supporting resources for teachers to use as guidance when interpreting student performance. The exit pass does not include rationales for correct or incorrect responses.

The Pick 4 Essays are used as instructional assessments; however, they do not include guidance for educators on interpreting student results, nor do they include rationales for correct or incorrect responses.

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

The progress monitoring guide provides educator guidance on responding to trends in student performance. Unit tests include guidance on how educators can identify gaps in student learning and adjust instruction accordingly.

Unit Test Keys provide a table with a column for each question, answer, primary standard, and readiness or supporting standard. The key includes a copy of the test with the correct answer choice highlighted for each question. The materials do not include additional information to guide the teacher when analyzing test results, identifying student trends, or rationales for correct or incorrect responses.

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 provide answer keys to assessments and include tools for teachers to document students' progress and growth.

The materials include tools for students to track their own progress and growth. A "Student Unit Test Tracker" provides a document for teachers and students to track progress and growth, allowing teachers to provide timely interventions and instructional adjustments.

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.

The materials include Exit Passes, Assignments, Unit Tests, and checks for understanding embedded within the lessons and activities.

The materials include an assignments resource, divided into sections for Recent, Today, and All Year, on each page to scaffold learning. The materials provide prompts for the teacher to check for understanding at key points throughout each lesson and activity to meet the needs of students.

The exit passes encourage students to explain their thought processes and demonstrate understanding at the end of the lesson. The materials also include guidance for educators on scaffolding or re-teaching strategies to use when students show limited understanding of concepts.

2.2e – If designed to be adaptive, materials provide 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 adaptive.

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	All criteria for guidance met.	4/4
3.1c	The materials do not include explicit educator guidance for enrichment and extension activities for students who have demonstrated proficiency in above-grade-level content and skills.	1/2
3.1d	Digital materials do not include accommodations, including text-to-speech, content and language supports, or calculators, that educators can enable or disable to support individual students.	Not Scored
3.1e	All criteria for guidance met.	2/2
—	TOTAL	8/9

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 a student-facing version of each lesson and 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 components such as lessons, assignments, exit passes, unit tests, and Pick 4 Essays that guide educators in providing scaffolding or interpreting outcomes when determining student proficiency. The materials also provide digital printouts, such as assignments with multiple-choice and computation problems.

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 provide explicit educator guidance for pre-teaching academic vocabulary, including word walls, cognates, visual aids, flashcards, and visual dictionaries. The materials provide strategies for teachers to embed academic vocabulary instruction throughout lessons, such as partner discussions and structured use of academic language. The materials also provide explicit educator guidance regarding embedded supports for unfamiliar references in text. The materials consistently include explicit educator

guidance for pre-teaching unfamiliar references in text, such as visual aids or contextual clues to support unfamiliar references in text.

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 guidance to help teachers identify students who are ready for enrichment or need additional support. The materials include prompts and ideas for extending learning beyond the immediate lesson goals, but they do not include guidance for students who have demonstrated above-grade-level proficiency.

The materials focus on grade-level content; they do not offer any enrichment or extension activities for advanced learners. Activities and lessons offer no variation for students who have demonstrated mastery of grade-level content and skills.

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.

This is a static program that is not designed for digital use. Printable lesson materials do include some language supports for students, and materials can be used with or without calculators as needed.

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 guidance for educators on providing supports and options for students to demonstrate understanding of mathematical concepts by performing, expressing, and representing ideas. The materials include Choice Bards that help teachers customize tasks, allowing students to demonstrate their understanding through multiple methods.

The materials include real-world problems and provide educator guidance on how to help students demonstrate their understanding of concepts through various formats. The materials allow a variety of options for students to demonstrate understanding of mathematical concepts and include interactive visual models and diagrams.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	All criteria for guidance met.	5/5
3.2b	All criteria for guidance met.	2/2
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	14/14

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 materials provide explicit prompts and guidance for educators. The materials guide students in identifying and connecting mathematical patterns through direct questioning and varied representations, building a deeper understanding. Some lessons include activities that activate prior knowledge and emphasize patterns and relationships.

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

The materials include educator guidance on using varied instructional approaches for effective lesson delivery and facilitation. The materials provide lesson plans or strategies to support educators in implementing lessons effectively, and instructional supports that help educators adapt teaching methods during lessons.

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 for different types of practice and structures.

The materials include educator guidance to support effective implementation of interventions. The materials provide lesson plans, support for differentiated instruction, and guidance for intervention strategies.

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 enrichment and extension activities to support different forms of student engagement. The materials include guidance for implementing enrichment and extension methods effectively, along with lesson plans that provide opportunities for extended learning.

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

The materials provide educators with guidance for providing timely feedback. For example, the lesson key for a lesson on writing equations helps educators assist students in identifying important information when writing equations. Lesson keys provide correct answers and offer guidance.

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	All criteria for guidance met.	4/4
3.3b	This guidance is not applicable to the program.	N/A
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	13/13

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.

The materials include educator guidance on providing linguistic accommodations for all levels of language proficiency as outlined in the ELPS. Lesson plans also include dedicated guidance for supporting English learners, and content-based ESL guidance emphasizes referencing visual anchor charts and utilizing kinesthetic actions. The materials adequately support language progression across all proficiency levels.

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 to the program because it is not designed to be adaptive.

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

The materials include guidance to support educators in effectively implementing the materials in state-approved bilingual/ESL programs. The materials include strategies that emphasize vocabulary, writing, and the interpretation of mathematical word problems, and provide guidance on how to use these tools.

The materials provide educators with resources to support integration through clear guidance on language acquisition techniques.

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 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 provide suggestions for emergent bilingual students in select unit overviews, and these supports are embedded within daily lessons and directly connected to the content.

The teacher guide includes a section on supporting emergent bilingual students that directly addresses the lesson content and integrates strategies for developing vocabulary, along with building background knowledge.

Lessons include embedded guidance to promote oral and written discourse, cross-linguistic connections, and comprehension strategies essential for language development.

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
4.1 a	All criteria for guidance met.	2/2
4.1 b	The materials do not include questions and tasks that increase in rigor and complexity, leading to above-grade-level proficiency in the mathematics TEKS, nor enrichment and extension materials that increase in rigor and complexity, leading to grade-level and above-grade-level proficiency in the mathematics TEKS.	1/4
—	TOTAL	3/6

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

The materials provide instructional assessments and practice opportunities during unit tests and daily lessons that progressively increase in rigor, aligning with the TEKS to deepen student understanding. Assessments use diverse strategies, including real-world problems, Venn diagrams, and number lines, to support multistrategy learning.

The materials include instructional assessments throughout learning pathways that require students to demonstrate depth of understanding aligned to the TEKS. For example, the Unit 3: "Integer Operations," Day 2 exit pass asks students to "explain how you would find the value of $-13 + 8$ by using counters or a number line." The learning pathways consistently offer students chances to demonstrate mastery of grade-level TEKS concepts.

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.

The materials do not include questions and tasks that increase in rigor and complexity, leading to above-grade-level proficiency in the mathematics TEKS, nor enrichment and extension materials that increase in rigor and complexity, leading to grade-level and above-grade-level proficiency in the mathematics TEKS.

The materials show a clear progression of rigor and complexity in lessons and unit overviews, aligned to grade-level TEKS. Some tasks promote critical thinking and real-world application, but these tasks do not

include explicit extension or enrichment labels. While most units meet grade-level proficiency, not all exceed it, and labeling of enrichment activities is inconsistent.

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	The materials do not demonstrate coherence across lessons or activities by connecting students' prior knowledge of concepts and procedures to the mathematical concepts to be learned in future grade levels.	2/4
—	TOTAL	4/6

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

The materials clearly connect patterns, big ideas, and relationships across concepts horizontally within the grade level, supported by Pick 4 Essays that connect learning and spiral skills to enrich learning. Lessons help students connect big ideas and relationships, as seen in "Problem Solving with Percents," where students build on their understanding of proportional relationships to find the part, whole, and percent of values within a financial literacy context.

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 provide clear vertical and horizontal coherence within the grade level by connecting patterns, big ideas, and relationships through Pick 4 Essays. Spiral review formats in daily Warm-Ups (All Year, Yesterday, Recent) reinforce prior knowledge and support aligned learning pathways.

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 materials demonstrate coherence by connecting students' prior knowledge from earlier grades to current grade-level concepts. Specific examples from Unit 2, Day 2, and Unit 8, Day 3 explicitly reference prior grade 5 learning to introduce grade 6 content. The materials do not include above-grade-level content, and daily assignments align with current grade-level standards.

The materials use decimal grids, number lines, and area models to model conceptual understanding, then move to process rules for procedural understanding.

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 incorporate spaced retrieval and spiraling through assignments labeled Recent, Today, and All Year to reinforce previously learned skills and concepts.

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

The materials include interleaved practice opportunities that revisit previously learned skills and concepts across learning pathways, organized into Recent, Today, and All Year sections.

The materials include spiraled concepts on all assignments. On Unit 3, Day 7, the assignment covering multiplying and dividing integers reviews previously learned skills in the final problem: "Write the following in order from greatest to least. Determine if the statements are true or false. 1. 5, -1.875 , -1 , -0.15 "

Daily assignments follow a consistent format, supporting ongoing practice and review. However, the materials do not provide warm-up activities or a unit overview.

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 consistently require students to interpret, analyze, and evaluate mathematical concepts in complex, real-world contexts. The materials include questions and tasks that require students to analyze models and representations for mathematical concepts and situations. For example, tasks include diverse models and representations of linear representations to support students' understanding and analysis.

The materials are aligned with higher-order thinking through real-world problem-solving. For example, the Pick 4 Essay for Unit 6, Week 1 asks students questions such as, "What are prime and composite numbers? Why do you need to know the difference for prime factorization?" and "What does absolute value mean? Why is it important when comparing numbers?"

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

The materials provide opportunities to create concrete models of mathematical situations. For example, in Unit 3, Day 2, students use two-colored counters to represent integer addition and subtraction.

Tasks encourage students to develop pictorial and other visual representations of mathematical situations. For example, after modeling equations with concrete tools, such as algebra tiles, students represent equations pictorially through diagrams and symbolically through algebraic representation.

The materials include consistent opportunities for students to deepen conceptual understanding by connecting hands-on models and visual representations.

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

The materials require students to apply their conceptual understanding to new and varied problem situations. For example, in the Unit 5, Day 1 lesson, students apply their understanding of proportional relationships to write and solve percent proportions that represent real-world scenarios. The materials include opportunities for real-world application and critical thinking through diverse problem-solving activities. For example, when solving problems related to percent proportions, students apply their knowledge of percentages to solve real-world problems in contexts such as tips, agriculture, and video games.

The materials include Pick 4 Essays with questions and tasks that allow students to develop a foundation for real-world application, higher-order thinking, and support students in transferring mathematical knowledge to unfamiliar problems. Through conceptual understanding, students develop mental flexibility to understand new situations and make connections.

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 materials build student fluency and automaticity by embedding tasks that revisit Recent, Today, and All Year math skills across assignments. Assignments such as Day 5: "Problem-Solving with Percents" intentionally reinforce key concepts through repetition and structured practice with closely related problems. This purposeful repetition of procedures allows students to develop automaticity when working with percentages.

Tasks guide students in developing fluency with key math concepts. For example, when solving equations, the materials require students to utilize multiple tools and strategies to show their thought processes. Using number lines, algebra tiles, and algorithmic processes enables students to develop fluency in solving equations.

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

The materials provide students with opportunities to practice efficient, flexible, and accurate mathematical procedures across learning pathways.

The materials emphasize reasonableness as a tool for promoting accuracy. Lessons routinely ask students to consider whether their answer is reasonable given the context of the problem.

The materials discuss multiple tools and strategies that students can use to solve problems. For example, the materials use algebra tiles to introduce the process of solving equations. They then guide students to the discovery of the role of inverse operations in solving equations algorithmically. This presentation emphasizes both flexibility and efficiency, as it presents multiple solution paths and allows students to select the most efficient option.

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 engage students in evaluating mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy throughout learning pathways.

The materials provide clear and intentional guidance designed to support the development of students' critical thinking and problem-solving skills. Through carefully crafted tasks, questions, and activities, students are encouraged to analyze information, make connections, evaluate multiple approaches, and apply reasoning to solve complex problems.

The materials promote higher-order thinking by integrating opportunities for students to justify their answers, explore different strategies, and engage in reflective discussions that deepen their conceptual understanding.

The materials engage students in evaluating mathematical representations, models, strategies, and solutions for accuracy throughout learning pathways. For example, the Pick 4 Essay for Unit 6, Week 1, asks students questions such as, "What are prime and composite numbers? Why do you need to know the difference for prime factorization?" and "What does absolute value mean? Why is it important when comparing numbers?"

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

The materials guide students to select increasingly efficient approaches to solve mathematics problems.

Lessons provide opportunities for students to apply algorithms alongside visual tools, such as counters, number lines, and algebra tiles. The materials initially incorporate tools, such as algebra tiles, when introducing the concept of solving equations. As the lesson progresses, it presents more efficient procedures that allow students to solve complex problems quickly.

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 clearly articulate how lessons address both conceptual understanding and procedural fluency, aligning instruction with the TEKS throughout lesson plans and unit overviews. Lessons build conceptual understanding while emphasizing procedural learning. For example, each teacher's lesson begins with a discussion of both procedural and conceptual goals. Unit Overviews provide explicit connections to the TEKS expectations, supporting teacher planning by emphasizing the balance between the "why" and the "how" of mathematics.

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

Lessons include concrete and pictorial models, such as two-colored counters and number lines (Unit 3, Day 2), and percent bars (Day 1: "Problem-Solving with Percents") to support TEKS-aligned instruction with 6.3D and 6.5B, respectively. Students apply algorithms and rules to add integers (Unit 3, Day 4) and solve equations using abstract and pictorial models (Unit 3, Day 2). Activities such as plotting and labeling ordered pairs on a coordinate plane (grade 6 Lesson 1) and writing equations for additive relationships (exit pass) provide opportunities for students to connect representations.

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.

Lessons promote a deep understanding of mathematical concepts through multiple representations. Lessons provide guidance for teachers to support students as they connect concrete models to the algorithm when solving problems involving operations with integers. For example, the use of counters and number lines helps students connect concrete models to algorithms, explaining how the actions used in solving the model correspond to the operations used in the algorithm.

The materials support students in using concrete and pictorial models to build an understanding of key concepts from the TEKS. For example, the materials provide students with opportunities to use tools, such as algebra tiles, drawings, and symbolic representations, to solve equations.

Lessons incorporate hands-on activities that ask students to use manipulatives to model zero pairs; these lessons follow up with drawn representations to build conceptual understanding and procedural fluency. These activities enable students to experience concrete, representational, and abstract models of mathematical concepts. Assignments and essay questions guide students in defining and explaining their use of representations, reinforcing the transition from visual to symbolic reasoning in alignment with 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 consistently support academic language development by introducing vocabulary early in the lesson, then reinforcing it with visuals, manipulatives, and sentence frames. For example, students define terms such as "radius," "tree diagram," or "percent" and apply them through visual models and structured explanations. Students actively connect mathematical concepts to language by using sentence frames and problem-solving tasks.

In multiple geometry lessons, they describe and prove the triangle angle sum and triangle inequality theorems using visuals and structured sentence starters. Exit passes and Guided Responses prompt students to articulate their understanding using precise vocabulary. Examples include explaining how to use a unit rate or the process of multiplying decimals, both of which are supported by sentence frames that reinforce mathematical language.

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 instructional materials include embedded guidance for educators to effectively scaffold, support, and extend students' use of academic mathematical vocabulary within authentic instructional contexts. The materials routinely recommend strategies such as Think-Pair-Share, sentence starters, and structured writing tasks. Lessons prompt students to explain concepts in writing, share them orally with peers, and revise them using feedback, thereby supporting academic discourse.

The materials include embedded educator guidance to support and extend students' use of academic mathematical vocabulary in context when communicating with peers and educators.

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. In Unit 3, Week 1, Pick 4 Essays, students are asked to explain their thinking with mathematical vocabulary in the prompt "What is absolute value and how is it related to opposites?"

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 help educators effectively facilitate meaningful mathematical conversations among students. The materials include prompts, discussion starters, and structured opportunities designed to encourage students to actively listen to one another, share their reasoning, and engage in collaborative dialogue around mathematical ideas. Students are consistently provided with opportunities to hear mathematical language used in context, refine their own understanding through discussion, and practice using precise vocabulary and terminology during peer interactions.

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.

The materials include embedded instructional guidance to help educators anticipate the wide range of student responses that may occur during instruction. Each Teacher Lesson includes a section dedicated to teacher guidance on anticipated misconceptions and explanatory feedback.

The materials include guidance to help teachers recognize and address common misconceptions or partially correct answers that students may offer. The explanatory feedback supports educators in redirecting inaccurate thinking or providing feedback that promotes deeper understanding.

5.5 Process Standards Connection

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.5a	All criteria for guidance met.	1/1
5.5b	All criteria for guidance met.	2/2
5.5c	All criteria for guidance met.	1/1
—	TOTAL	4/4

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

The materials consistently integrate the TEKS process standards by engaging students in hands-on tools, real-world applications, and problem-solving resources, such as using counters, number lines, and formula charts. Lessons guide students to justify, explain, and communicate mathematical ideas using precise academic language through written responses and structured exit passes. Students apply math in real-world contexts while selecting appropriate tools and representations to analyze data, solve equations, and compare solutions effectively.

In the "3D Geometry" Day 10 Lesson Key, comparing the volume of cereal boxes for a better buy, students apply mathematics to problems arising in everyday life; students can create and use representations to record, organize, and communicate mathematical ideas; and select tools as appropriate, such as a formula chart. Each question notes the formula that students should use and provides a problem-solving plan to guide them. The accompanying exit pass enables students to convey mathematical concepts by posing the question, "What keywords or phrases in a real-world situation can indicate that you should find volume?"

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

The materials clearly describe and connect the TEKS process standards throughout the learning pathways using detailed tables in each Unit Overview. The process standard integration tables explain how students apply mathematics to real-world problems, such as interpreting graphs and analyzing data.

The materials include a description of how process standards are incorporated and connected throughout the learning pathways. The materials include a process standard integration table in each Unit Overview. The table lists each process standard and how it is incorporated and connected into the unit.

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

Process standards are specified for each lesson. While the materials provide a brief lesson overview that discusses lesson goals and objectives, teacher lessons do not provide specific guidance on how each process standard connects to tasks that students will complete.

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	Materials do not include opportunities for students to discuss math with peers and/or educators.	2/3
—	TOTAL	8/9

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

The materials include tasks that encourage students to think mathematically. For example, in Unit 11, Day 1, students determine the best financial institution for Ben and Raelynn based on situational data. This lesson includes grade 6 activities involving budgets, deposits, and withdrawals, alongside guiding questions such as "Which bank should Austin choose? Explain."

The materials include lessons that require students to analyze visual data, such as Day 8: "Interpreting Data." For example, in this lesson, students evaluate true or false statements based on cupcake sales and make inferences from a bar graph showing survey results collected by Alice. In Unit 11, Day 4, students review a table listing financial behaviors and match an individual to a provided credit score, using evidence from the data to justify their choice.

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

The Unit 3, Week 1, Pick 4 Essay Question 2 asks students to "explain how to use counters to solve a given expression," and the Unit 3, Week 3, Pick 4 Essay Question 1 requires students to "explain the process for multiplying integers and determine how the process is different from multiplying positive numbers." These essay questions encourage justification and recognition of multiple strategies.

The Day 4: "3D Geometry" materials include a lesson in which students can determine the area of four rectangles or the area of the large rectangle. Additionally, the Day 5: "Linear Relationships" lesson asks students to evaluate a situation using a table, graph, and ordered pairs, supporting multiple approaches to problem-solving.

The materials include embedded prompts such as "Explain how you would . . ." and "What is your preferred way to . . ." along with Think-Pair-Share activities that allow students to explain their reasoning and justify different strategies for completing tasks.

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 Unit 5, Week 1, Pick 4 Essay Question 2 asks students to "explain how to set up a strip diagram to solve the following percent problem." The Unit 5, Week 2, Pick 4 Essay Question 3 requires students to "explain to Lynn where she went wrong in her thinking" about a discount, providing opportunities to do and write about math meaningfully. However, materials do not include opportunities for students to discuss math with peers or educators. The Day 5: "Linear Relationships" lesson includes the prompt "Use the graph to explain how to write a linear equation from a graph" alongside educator guidance that emphasizes strategies to support students in doing and writing about math with teacher facilitation.

The materials include structured tools, such as graphic organizers and discussion prompts, that support students in "articulat[ing] their mathematical thinking through written explanations, reflections, and justifications" and allow them to "verbally express their mathematical thinking."

6.2 Facilitating Productive Struggle

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.2a	All criteria for guidance met.	8/8
6.2b	All criteria for guidance met.	4/4
—	TOTAL	12/12

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 reflect on their problem-solving approaches through writing with Pick 4 Essays. The Pick 4 Essays include prompts that ask students to reflect on their problem-solving approaches in the form of explanations, arguments, justifications, and multiple points of entry.

For example, the Pick 4 Essay for grade 6, "Multiplying and Dividing Fractions and Decimals," Week 1, includes prompts that encourage students to reflect on explanations, such as "Explain how the graphic organizer explains the relationship between sets of numbers," and "What is your preferred way to compare rational numbers? Why?" This Pick 4 Essay also asks students to justify the use of reasonableness when multiplying: "Why is it important to estimate the product before you solve a problem multiplying decimals?" The materials also include guidance for educators on facilitating discourse, allowing students to share 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 consistently offer prompts or instructional guidance to support educators in delivering meaningful and explanatory feedback based on anticipated misconceptions. Answer keys provide correct answers and the materials also include detailed support that helps teachers anticipate a variety of student answers.

The materials provide prompts and guidance to support educators in responding to student responses. For example, all lesson plans include Whole-Class Discussion Questions that prompt teachers to address misconceptions identified in the day's lesson. These include targeted questions designed to engage students in thinking about where and why those misconceptions might occur.