Lowman Education, LLC

Supplemental English Mathematics, 7
7th Grade Math

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	**9781967218738**	**Digital**	**Static**

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	2	2	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 that outlines 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).	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.

The materials do not include an alignment guide outlining the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), or concepts covered. The materials do not discuss vertical or horizontal alignment across or within grade levels, nor do they provide a rationale for learning paths or the 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 provide just-in-time supports, advanced learning, or course-level guidance. The materials do not include resources that 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. The materials do not offer guidance on skill entry points based on diagnostic assessments. The lessons reference TEKS, but the materials do not include a standalone guide or starting point aligned with student performance.

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 or guidance for instructional leaders. The materials provide support to help leaders assist educators with implementation. Course materials are available with access to 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	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 TEKS-aligned diagnostic assessments with varied, interactive item types and do not provide pre-lesson or pre-unit testing options.	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 include various instructional assessments, but do not include clear definitions and explanations of their intended purposes. The materials do not provide examples or guidance on how to use different formative assessments effectively. The materials do not include clarity regarding both formative and summative assessments.

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 TEKS-aligned diagnostic assessments, and do not offer pre-lesson or pre-unit testing options. Diagnostic assessments do not include interactive question types or varied complexity levels. Formative assessments, such as exit passes and unit tests, focus only on current lessons without providing diagnostic insights.

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 with the 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 passes 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 solely 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 include tools for teachers or students to track 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.

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.

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 the teachers identify students who are ready for enrichment or need additional support. The materials include prompts and/or 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 guidance to help teachers customize tasks, allowing students to demonstrate their understanding through multiple methods. The materials include real-world problems, but they do not 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 they 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, and they consistently anchor big ideas.

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

The materials do not include educator guidance for effective lesson delivery and facilitation using varied instructional approaches. The materials do not provide lesson plans or strategies to support educators in implementing lessons effectively, nor do they include 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 do not include multi-tiered intervention methods for different types of practice and structures. The materials do not include educator guidance to support effective implementation of interventions. The materials do not provide lesson plans, support for differentiated instruction, or 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 or extension activities to support different forms of student engagement.

The materials include guidance for implementing enrichment and extension methods effectively, and they include 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 provided guidance and prompts for educators in providing timely feedback. For example, the lesson key for a lesson on writing equations provides support to help educators assist students in identifying important information when writing equations. Lesson Overviews provide language, guidance, and prompts. For example, Module 7, Day 6 recommends that teachers say, “Let's work together to pull the data from these box plots. For First Period, what is the minimum? (5). The maximum? (17). What is the median? (10)."

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
4.1a	All criteria for guidance met.	2/2
4.1b	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 TEKS-aligned warm-ups, assessments, and exit passes that require students to demonstrate deep understanding throughout the learning pathways. Lessons gradually increase in rigor, introducing new skills through varied strategies, including real-world questions, models, and number lines. For solving equations, they begin with models, move into number lines, and conclude with real-world application problems.

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: "Linear Relationships," Day 2 exit pass asks students, "How do we determine if a table represents a proportional relationship? Use the table to explain."

The assessments and practice tasks ensure students have multiple opportunities to demonstrate proficiency in 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 connecting ideas through Pick 4 Essays to contribute to concept progression. Lessons help students connect big ideas and relationships, as seen in "Introduction to Probability," where students build on their understanding of ratios to express probabilities as both fractions and decimals.

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 connecting concept progression. 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 show coherence by explicitly connecting prior knowledge from earlier lessons to current grade-level mathematical concepts, as seen in Unit 4, Day 5 and Unit 5, Day 2. Lessons and activities focus on current grade-level concepts with no evidence of above-grade-level content. Daily assignments use models to demonstrate conceptual understanding, then move to a process to reinforce procedural learning.

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 embed spaced retrieval through warm-ups and assignments divided into sections, such as All Year, Yesterday/Recent, and Today, to reinforce prior learning across pathways. Each lesson includes intentional spiral review activities that revisit previously learned concepts before guided instruction. The materials consistently apply a spiraling method, intertwining review of past skills with current learning across lessons and pathways.

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

The materials provide interleaved practice through daily assignments categorized as Recent, Today, and All Year, reinforcing previously learned concepts and skills across learning pathways. Assignments such as Day 5 and Day 9 in "Numbers and Operations" demonstrate spiraled review and connection across topics. For example, the assignment covering addition and subtraction of fraction spirals in previously learned concepts about the rational number system. The All Year section covers questions like "Classify the number –32 by naming the set or sets to which it belongs." Materials do not include warm-ups and unit overviews, which limits support for instructional planning and lesson scaffolding.

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 4, Week 3 asks students questions such as, "How do you know how to set up a triangle or angle equation?" and "How can knowledge of polygons help you find the area of composite figures?"

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 2, Day 7, students use algebra tiles to represent and solve equations.

Tasks encourage students to develop pictorial and other visual representations of mathematical situations. For example, after modeling equations using concrete tools, such as algebra tiles, students represent equations both 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 7, Day 1 lesson, students use their previous knowledge of fractions and ratios to express probabilities as values between 0 and 1. The materials include opportunities for real-world application and critical thinking through diverse problem-solving activities. For example, Question 2 of Day 9, Unit 3: "Linear Relationships," requires students to use their knowledge of rate of change to estimate the weight of concrete stones needed to line a garden pathway.

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.

The materials engage students with targeted problems that allow for repeated practice of procedures. For example, when solving real-world problems that involve unit rates, students repeatedly practice calculating unit rates through division. This repetition builds automaticity with rates.

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 4, Week 3 asks students questions such as, "How do you know how to set up a triangle or angle equation?" and "How can knowledge of polygons help you find the area of composite figures?"

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 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 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.

Students use concrete tools, such as two-colored counters and number lines, in Unit 3, Day 2 to add integers, in connection with 7.3A. In Unit 3, Day 4, the materials build on this understanding by connecting the models to algorithms.

Lessons engage students with a variety of representations—concrete, pictorial, and abstract—through tasks such as plotting ordered pairs, analyzing spinners, and interpreting bar graphs and tables.

The grade 7 Math Lesson Keys for Unit 2, Days 7 and 8 incorporate abstract and pictorial representations, such as spinners, bar graphs, and tables, to support the development of data interpretation skills.

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 use to support students as they connect concrete models to the algorithm when solving equations. For example, the use of algebra tiles helps students connect concrete models to algebraic equations and explains how the actions used in solving the model correspond to inverse operations when solving equations algebraically.

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 introduce and reinforce academic math vocabulary through visuals, manipulatives, and sentence frames across lessons. Students apply precise vocabulary in context by engaging with models, solving problems, and completing structured sentence stems. Exit tasks and guided questions prompt students to explain concepts clearly, deepening their understanding of mathematical language.

The materials provide opportunities for students to develop their academic mathematical language using visuals, manipulatives, or other language development strategies. Upon completion of the assignment, the exit pass asks, "What is experimental probability? How is it different from theoretical probability?" It also has a sentence frame, "Experimental probability is . . ."

The materials provide opportunities for students to develop academic mathematical language using visuals, manipulatives, or other language development strategies. For example, in Unit 4, Day 1, students use a sentence frame to define a circle and a line segment in the exit task.

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 5, Day 4, Pick 4 Essays, students are asked to explain their thinking with mathematical vocabulary in the prompt "Avery says that every time you see the word 'total' in a word problem, it means to add. Is Avery right or wrong? Why?"

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 through hands-on tools, such as algebra tiles, and real-world problem-solving tasks.

The TEKS process standards are integrated appropriately into the materials. The materials provide opportunities throughout the learning pathways for students to select appropriate tools and solve problems. The materials also offer opportunities throughout the learning pathways for students to choose appropriate techniques to solve problems.

Students justify and communicate mathematical ideas using precise academic language in both written and oral formats. Lessons and unit overviews clearly identify and align each process standard with instructional tasks, supporting intentional application across content.

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 section. The process standard integration tables explain how students apply mathematics to real-world problems, such as interpreting graphs and analyzing scatterplot 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 section. 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	The 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 lessons that require students to think mathematically and make sense of mathematics. For example, Unit 7, Day 7 asks students to analyze a table that includes information about a bakery to determine whether the data support a series of statements. Similarly, in Unit 7, Day 8, Question 7 requires students to calculate the probability of selecting a specific sandwich combination at a sandwich shop.

Lessons such as "Interpreting Data" Day 7 ask students to "determine if a survey method contains bias" and justify their reasoning. Similarly, a grade 7 lesson on equalities and inequalities includes "real-world situations to translate into equations," encouraging open-ended reasoning and mathematical sense-making.

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

The materials include prompts such as Unit 2, Week 2 Pick 4 Essay, Question 3, which asks students to "explain how solving a two-step equation [is] different from solving a one-step equation and what you need to consider before you begin to solve," and Unit 2, Week 3 Pick 4 Essay, Question 5, which has students "create an equation that they think would be difficult for the teacher to solve and explain what makes the equation difficult," encouraging explanation and justification of different approaches.

Equations and Inequalities lessons include guidance such as, "Explain that a fractional coefficient can be canceled out by multiplying by the reciprocal, but some students may be more comfortable dividing both sides by the fractional coefficient," supporting the understanding that there are multiple valid strategies.

The materials include embedded prompts like "Explain the steps . . ." and "What is your preferred way to solve . . ." along with think-pair-share activities that encourage students to explain their reasoning and justify their chosen methods for solving problems.

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.

Unit 5, Week 2 Pick 4 Essays Question 2 requires students to "explain what the formula for volume of a pyramid is, what the variables mean, and what steps you would take." Similarly, Unit 5, Week 3 Pick 4 Essays Question 3 asks students to "explain what steps you would take to find the volume of water in this prism if it was 75% full," supporting mathematical sense-making through writing. However, materials do not include opportunities for students to discuss math with peers or educators.

The materials include guided practice and exit tasks that require students to work with peers and educators on math activities, such as solving equations with variables on both sides and explaining how to find the surface area of a cylinder using a net, followed by oral sharing.

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 Math 7, "Probability," Week 2, includes prompts that encourage students to reflect on arguments, such as, "Andy says that the probability of flipping a coin 5 times and it landing on tails each time is 1/10. Do you agree? Explain." This Pick 4 Essay also asks students to reflect on explanations: "What is theoretical probability? Explain how theoretical probability is used to make predictions about events?"

The teacher 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.