Lowman Education, LLC

Supplemental English Mathematics, 8
8th Grade Math

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	**9781967218752**	**Digital**	**Static**

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	35	8	Flags Not in Report	Not Applicable	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	21 out of 23	91%
2. Progress Monitoring	14 out of 20	70%
3. Supports for All Learners	35 out of 36	97%
4. Depth and Coherence of Key Concepts	12 out of 16	75%
5. Balance of Conceptual and Procedural Understanding	38 out of 38	100%
6. Productive Struggle	21 out of 21	100%

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	All criteria for guidance met.	5/5
1.1b	The materials do not include an implementation guide with corresponding usage recommendations in a variety of settings.	2/3
1.1c	The TEKS correlation guide is not based on diagnostic assessment results.	1/2
1.1d	All criteria for guidance met.	2/2
1.1e	All criteria for guidance met.	2/2
—	**TOTAL**	12/14

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

Each unit overview discusses the vertical alignment and horizontal alignment of the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Skills (ELPS), illustrating how concepts connect across and within grade levels using color-coded visuals. The materials include a rationale for learning paths across and within grade levels.

The materials include a detailed ELPS summary within every unit, organized by the four language domains: listening, speaking, reading, and writing. A comprehensive "TEKS Correlation Guide" outlines all standards covered in the course, with the specific TEKS listed in each unit and daily lesson.

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 corresponding usage recommendations in a variety of settings.

The materials include course and unit overviews that provide usage recommendations, as well as instructional strategies. While the lesson plans provide some recommendations for meeting student needs in various classroom settings (whole-group, small-group, independent), the overviews do not. Each lesson follows a structured format that includes guided instruction, peer learning, independent practice,

and closure. The materials also offer modifications for diverse learners, including emergent bilinguals and students needing enrichment or support.

The guide also features student expectations, key vocabulary, a unit summary, linguistic supports, and scaffolding tailored to support effective educator practices by proficiency level.

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

The materials include a "TEKS Guide" and a list of the TEKS, objectives, and applications in each unit overview. TEKS alignment is clearly outlined in each lesson, but no skill entry points are recommended based on diagnostic assessments. Spiral Reviews address prior knowledge but are not informed by diagnostic data; entry points are based on grade level, not individual performance.

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

The materials provide resources that educators can use for lesson internalization. For example, each unit includes an explicit "Unit Purpose" that explains what students will learn and why it matters.

The materials support teacher preparation with guidance on key standards, objectives, assessments, and vocabulary, but they do not include detailed instructional delivery guidance.

The materials do not include protocols to support internalization of lessons or units; they do not provide a structured process or set of guidelines used to facilitate collaborative learning.

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

The materials include resources and tools to help instructional leaders support teachers in implementing the curriculum as designed. Resources support leaders in planning and coaching, observation and feedback, and assessment and intervention, using checklists and rubrics.

The course overview provides an "Instructional Leader Observation Tool" with specific look-fors before, during, and after instruction, including support for diverse learners. The materials do not provide specific guidance, recommendations, or professional development modules to assist leaders in implementing the materials as designed.

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.

Each unit includes a daily lesson that is aligned to both the TEKS and the ELPS. Each lesson includes clearly defined learning objectives, teacher and student materials, and specified resources, such as manipulatives and calculators.

The unit overview outlines the TEKS and ELPS covered in sequence, with one static (nonadaptive) lesson per day. Assessments are aligned to the TEKS and ELPS. Assessment Keys indicate which standards each question corresponds to.

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	All criteria for guidance met.	2/2
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**	8/12

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

The course overview provides the intended purpose of assessments, such as exit passes for student reflection and teacher feedback. The materials include clear definitions and explanations of various types of instructional assessments, including formative and summative assessments.

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

The materials include informal assessments in the form of Pick 4 Essays and exit passes. These instructional assessments are referenced in the course overview and are structured to provide consistent administration; however, the materials do not include clear guidance to ensure 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 with interactive questions of varying complexity. The materials do not provide pre-lesson or pre-unit diagnostic testing options; assessments focus only on current units or lessons. Lesson plans do not include diagnostic tools to evaluate student understanding before instruction.

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 varied formative assessments aligned with the TEKS with multiple complexity levels, including real-world application questions. Assessments include various item types, such as multiple-choice, fill-in-the-blank, and open-ended questions, although they do not use interactive technology. The materials consistently assess student progress using embedded tasks and exit tickets throughout the lessons.

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 the teacher to use the "Unit Test Progress Monitoring Guide" to track and identify trends in student understanding and areas for reteaching.

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 course overview includes guidance for the use of warm-ups as they pertain to responding to student trends in performance on assessments. The materials explain that educators can use the "spiraled TEKS on the warm-ups with students who need further small-group intervention."

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.

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 prompts and guided questions to support frequent checks for understanding, such as in Unit 1: "Real Numbers," Day 1, which prompts teachers to ask, "How is the square related to squaring a number?" Lesson plans and margin notes help educators pace instruction and guide students through problem-solving steps, with structured support during guided practice. Lesson materials include scaffolded tasks by proficiency level and provide some guidance on how to interpret and respond to student answers.

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 provide opportunities for students to demonstrate understanding in various ways, such as exit passes, lessons, and Pick 4 Essays.

Exit passes include sentence stems that help students access their comprehensible input. The lesson plans include educator supports, such as suggestions to play a video or song to introduce the GEMDAS acronym (grouping, exponents, multiplication, division, addition, and subtraction) for order of operations. The materials also include a variety of problem-solving options, as well as word problems.

The materials include components that allow students to demonstrate an understanding of mathematical concepts through various options, including performance, expression, and representation.

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 guide educators to activate students' prior knowledge through structured hooks and spiral reviews, such as a discussion of squares of numbers included in a lesson on the Pythagorean theorem. Lessons anchor big ideas by incorporating visual and hands-on tools, such as grid paper and one-inch tiles, to represent mathematical relationships.

The materials provide educators with prompts that support students in identifying and connecting key patterns, features, and relationships across concepts. For example, the materials clearly connect perfect squares and the Pythagorean theorem.

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

The materials guide educators in implementing multiple instructional approaches, including guided practice, peer learning, and independent practice, as seen in Unit 2: "Equations and Inequalities," Days 4 and 10. Lessons offer structured support for effective delivery through diverse strategies, including modeling and collaborative learning. Educator guidance consistently supports a variety of instructional methods to meet students' diverse learning needs.

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; some lessons provide uniform tasks with differentiated supports. Where present, materials offer structured intervention strategies and educator guidance to support learners' diverse needs.

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

The materials include enrichment and extension methods that support various forms of engagement and provide guidance to help educators implement them effectively.

An extension activity included within a lesson on direct variation states, "Have students create tables and graphs that represent direct variations. Challenge students to explain why the graph of a direct variation always passes through the origin." The materials also include Choice Boards for each lesson along with educator guidance on how to implement them effectively.

An enrichment activity included within a lesson on linear relationships states, "Have students compare different slopes and explain the real-world meaning. Challenge students to find the slope in real-world images and graphs. Assign an error analysis task to correct incorrectly determined slopes."

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

The materials provide educators with guidance and prompts to offer timely feedback during lessons. For example, a lesson on expressions and equations recommends that educators utilize targeted questions to help students apply specific strategies for identifying and combining like terms when solving equations. Lessons encourage interactive feedback through activities such as exit passes, in which students answer questions, discuss their ideas with partners, and revise their work based on the feedback they receive. Educator support consistently emphasizes active engagement and ongoing assessment to help students understand and apply mathematical concepts effectively.

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 guidance for educators on providing and incorporating linguistic accommodations for advanced or advanced-high learners. The materials provide detailed educator guidance to support emergent bilingual students at multiple language proficiency levels. For example, the materials recommend using real-world visual aids, pairing students with bilingual peers, offering word walls with images, using cognate lists, providing sentence stems for oral responses, encouraging peer collaboration, and providing bilingual dictionaries. Lesson plans include simple sentence starters to help students construct basic academic sentences, supporting language development within math instruction.

The materials suggest proficiency-level scaffolds in units on proportional relationships and equations.

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 provide educators with guidance for implementation strategies to support students in bilingual and ESL programs effectively.

The materials provide accommodations for emergent bilingual students within each lesson plan, such as sentence stems, peer pairing, and bilingual dictionaries. The materials also include embedded guidance for implementing the accommodations. 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.

Lesson plans include guidance for teachers to support emergent bilingual students in developing academic vocabulary and increasing comprehension through written and oral discourse.

The materials include activities such as small-group exercises where students work together to solve word problems. Lesson plans prompt teachers to encourage students to use precise mathematical language when explaining their solution strategies to each other.

Lesson plans emphasize the modeling of close reading in the context of a word problem, occasionally reference Spanish cognates, and consistently provide guidance that builds background knowledge and facilitates cross-linguistic connections through oral or written discourse.

3.3e – If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

This guidance is not applicable because the program is not designed for dual language immersion (DLI) programs.

4. Depth and Coherence of Key Concepts

Materials are designed to meet the rigor of the standards while connecting concepts within and across grade levels/courses.

4.1 Depth of Key Concepts

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.1a	All criteria for guidance met.	2/2
4.1b	The materials include questions and tasks to support above-grade-level proficiency. The materials do not include clearly defined enrichment or extension activities.	2/4
—	**TOTAL**	4/6

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

The materials include instructional assessments and practice opportunities that align with the TEKS and progressively increase in rigor, such as exit passes, warm-ups, unit tests, and daily lessons.

Students engage with real-world problems and employ multistrategy approaches to deepen their conceptual understanding. For example, "a container that holds pasta is shaped like a cylinder. The radius of the container is 4 inches, and the height of the container is 11.5 inches. Which measurement is closest to the volume of the container in cubic inches?" Assessments throughout the learning pathways consistently require the demonstration of depth of understanding.

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 or tasks that increase in rigor and complexity to allow students to show above-grade-level proficiency in the mathematics TEKS, nor do they include enrichment and extension activities, such as online opportunities or hands-on practice, that increase in rigor to allow for above-level proficiency.

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 detailed unit overviews and a course overview explaining concept progression. Unit overviews include Vertical and Horizontal Alignment sections that illustrate how unit concepts fit into the broader mathematical learning progression. Lesson plans and daily warm-ups explicitly link big ideas and relationships, as seen in Grade 8, Unit 1: "Real Numbers," where students build on rational numbers to explore related concepts.

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 unit overviews and a course overview explaining concept progression. Unit overviews include a specific section for Vertical and Horizontal Alignment, demonstrating how unit concepts fit into broader mathematical learning progressions. 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 connect students' prior knowledge to new mathematical concepts within the current grade level, as seen in Grade 6, Unit 1, Day 1 on exponents and Grade 7, Unit 3, Day 1 on proportional relationships. Lessons and activities consistently focus on grade-level concepts, although unit overviews occasionally include above-grade-level content.

The materials use models to provide conceptual learning, then introduce processes to ensure procedural understanding, thereby supporting the vertical and horizontal alignment of concepts.

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 deliver interleaved practice by organizing assignments into Recent, Today, and All Year sections, which reinforce previously learned skills and concepts across learning pathways. Warm-ups incorporate interleaved practice, and the unit overviews clearly display relevant TEKS, indicating where interleaving occurs within each unit. Guided practice and lesson plans consistently support interleaved review to deepen student understanding across multiple content areas.

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 Essays for Unit 5, Week 2 ask students questions such as, "Explain how to draw a trend line on a scatterplot. What is the purpose of using a trend line in math?" and "What is variability? How does it factor in when comparing the mean absolute deviation of two different data sets?"

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 4, 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 representations. 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 conceptual understanding to new and varied problem situations. For example, in Unit 7, Day 1 lesson, students apply their knowledge of equations, expressions, and properties of operations to write algebraic rules that represent rigid transformations on the coordinate plane. Tasks challenge students to apply their knowledge in different contexts, thereby enhancing their critical thinking skills. For example, in Unit 6, students apply their prior knowledge of square roots and solving equations to determine the missing side length of right triangles using the Pythagorean theorem.

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 identifying the slope of a linear relationship from a graph, students repeatedly practice substituting ordered pairs into the slope formula. This repetition builds automaticity in determining the rate of change.

Tasks guide students in developing fluency with key math concepts. For example, when analyzing multiple representations of linear relationships, the materials require students to use multiple strategies to find the slope of a line. Using various techniques, such as the slope formula, similar triangles, and tables, allows students to build fluency in determining slope.

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 guidance that supports the development of students' critical thinking and problem-solving skills. For example, the Pick 4 Essays for Unit 5, Week 2 ask students questions that invite them to consider why various solution methods are effective. The Pick 4 Essays for this lesson include questions such as, "Explain how to draw a trend line on a scatterplot. What is the purpose of using a trend line in math?" and "What is variability? How does it factor in when comparing the mean absolute deviation of two different data sets?"

The materials provide students with opportunities to evaluate solutions and determine the most reasonable approach. For example, the materials use algebra tiles to introduce equations before explaining how to solve equations procedurally through the use of inverse operations. The materials then ask students to evaluate the most sensible way to solve the problem.

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

The materials support students in selecting increasingly efficient approaches by consistently presenting multiple methods for solving mathematical problems, progressing from concrete to representational to abstract concepts. Lessons are structured to build conceptual understanding through this progression, and students are regularly encouraged to reflect on their problem-solving processes.

Prompts within the materials guide students to consider which strategies work best for them, which yield the most accurate results, and which are most efficient, thereby fostering strategic thinking and empowering students to make informed choices about their mathematical approach. For example, in a lesson on direct variation, students explore and compare different strategies to determine which method offers the most efficient and reasonable solution.

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, such as those on the Pythagorean theorem, build conceptually from understanding square relationships to applying the converse to solve real-world problems.

Lessons also emphasize procedural learning. For example, the Day 4 Pythagorean theorem lesson summarizes the procedural steps students should follow when determining the lengths of legs of right triangles: "Sometimes the missing side of a right triangle is not the hypotenuse. The Pythagorean theorem is still used; just plug in the information and solve. Use the Pythagorean theorem to find the missing side length. Round to the nearest hundredth, if necessary."

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.

The materials engage students with concrete models, pictorial representations, and abstract models. Lessons offer multiple opportunities for students to engage with grade-level content through various representations that support both conceptual understanding and procedural fluency.

The materials allow students to use concrete models such as algebra tiles, which support TEKS 8.8C. The materials routinely include pictorial representations such as drawings and diagrams, as well as abstract models that illustrate the procedural steps students should follow when solving a problem. For example, the materials clearly explain the procedural steps students should follow when using inverse operations to solve equations.

The materials incorporate tasks that require students to explain their solutions. For example, the Equations and Inequalities unit requires students to explain the process they use to solve equations, utilizing both visual tools and abstract procedures.

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, explaining 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 allow 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 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 actively build academic mathematical language through visuals, manipulatives, and sentence frames that support student understanding of vocabulary terms such as Pythagorean theorem, slope, and transformations. Lessons intentionally scaffold language development by guiding students from informal descriptions to precise mathematical terminology using models, anchor charts, and structured discussion. Exit passes prompt students to apply vocabulary in written explanations, reinforcing understanding through context-based sentence frames.

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, "How can the converse of the Pythagorean theorem be used to prove that a triangle is a right triangle? Create an example to explain." It includes a sentence frame, "To prove a right triangle is a right triangle using the converse of the Pythagorean theorem . . ."

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

The materials embed educator guidance to promote the use of mathematical vocabulary through 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. For example, in Unit 3, Day 1, Closure, students write to explain a direct variation. Then, before submitting, they share their responses orally with a partner. Students should exchange feedback and revise their responses.

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

The materials embed sentence stems and writing prompts to guide students in using academic mathematical vocabulary during discussions and written responses.

The materials include embedded guidance to support student application of appropriate mathematical language and academic vocabulary in discourse. Unit 9, Day 1 provides sentence stems, "The simple interest earned is _____ because the rate is _____ over _____ years. The simple interest earned is _____ because . . ."

Lessons consistently support vocabulary application in context, such as explaining interest rates or interpreting scatterplots. Activities such as drag-and-drop exercises and essays help students connect vocabulary to mathematical concepts and real-world scenarios.

The materials include embedded guidance to support student application of appropriate mathematical language and academic vocabulary in discourse. In a grade 8 essay on slope and y-intercept, the materials prompt students to define direct variation and explain how the constant of proportionality is determined from a given situation.

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

The materials provide embedded guidance that prompts students to explain mathematical concepts orally with peers, exchange feedback, and revise their responses.

The materials include embedded guidance to facilitate mathematical conversations, allowing students to hear, refine, and use math language with peers. For example, Unit 3 Day 1, Closure states, "Given a Pythagorean theorem model, students must explain the Pythagorean theorem and how it relates to the model. Before submitting, have students share their responses orally with a partner. Students should exchange feedback and revise their responses."

The materials include embedded guidance to facilitate mathematical conversations, allowing students to hear, refine, and use math language with peers. For example, Unit 3 Day 1, Closure states, "Students are asked to explain how the converse of the Pythagorean theorem can be used to prove that a triangle is a right triangle. Students must create an example to illustrate the concept. Before submitting, have students share their responses orally with a partner. Students should exchange feedback and revise their responses."

Lessons include structured opportunities for students to engage in academic discussions, promoting the use and refinement of mathematical language.

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 integrate the TEKS process standards through hands-on tools, such as algebra tiles, and problem-solving strategies involving area and perimeter. The TEKS process standards are integrated appropriately into the materials. For example, in Unit 2 Day 4, students use algebra tiles to model and solve equations with variables on both sides.

The TEKS process standards are integrated appropriately into the materials. For example, in Unit 2, Day 10, students use a model to solve problems involving area and perimeter.

Lessons guide students to explain and justify mathematical ideas using precise academic language in both written and oral formats. Students engage in real-world applications and select appropriate tools and techniques to solve problems effectively. In Unit 5, the process standard 8.1(A): "apply mathematics to problems arising in everyday life, society, and the workplace," states that students interpret real-world scatterplot data and analyze trends in practical contexts (e.g., temperature vs. time, hours studied vs. test scores).

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 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 "Unit Overview." The table lists each process standard and how it is incorporated and connected into the unit. For example, in Unit 3, the process standard 8.1(A): "apply mathematics to problems arising in everyday life, society, and the workplace," states that students interpret slope and *y*-intercept in real-world graphs (e.g., speed, cost, distance, savings over time).

Course overviews consistently link process standards to content standards, ensuring cohesive integration across units.

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

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

The materials provide opportunities for students to think mathematically, persevere through solving problems, and make sense of mathematics. For example, Unit 9, Day 1, Question 5 asks students to "analyze different loan terms and interest rates to determine which one would be the best option for repaying the least amount of interest," encouraging mathematical reasoning through real-world financial decision-making. Unit 9, Day 1, Question 3 requires students to "analyze different bank loan options to determine which would offer the lower cost of credit," promoting problem-solving and comparison of financial scenarios. In a grade 8 lesson on equalities and inequalities, students are provided with "real-world situations to translate into equations" and engage in "open-ended questions that require reasoning and justification," supporting sense-making and mathematical perseverance.

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

The materials support understanding of multiple strategies through guided instruction, such as explaining two methods for solving direct variation problems: "method 1: Find k, use it to write the direct variation equation, and then use the equation to make a prediction; method 2: Set up a proportion and solve for the missing value."

The materials include tasks that prompt students to explain and justify different approaches, such as when "students are shown a table." They must "explain how to determine the slope in two different ways," followed by peer discussion and revision.

The materials embed reflective questions, such as "Explain how to . . ." and use Think-Pair-Share activities that encourage students to articulate and justify their chosen strategies 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.

The materials include "structured opportunities for students to articulate their mathematical thinking through written explanations, reflections, and justifications using tools, such as graphic organizers," and also offer discussion prompts to support verbal expression.

Unit 1, Day 1 Closure asks students to "explain the steps to write an equation from a graph," then "share their responses orally with a partner," exchange feedback, and revise—demonstrating opportunities to write about and discuss math with peers.

Unit 4, Day 4 Closure requires students to "explain what is important to remember when writing an equation from a real-world graph, table, or situation," followed by peer discussion and revision, reinforcing written and verbal expression of 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 include "open-ended problems that allow students to use different strategies to find a solution," and require students to "explain their reasoning through peer discussion and written reflections," encouraging multiple points of entry and deeper understanding.

The materials support educators in guiding students to share and reflect on their problem-solving approaches, including explanations and justifications. Unit 3, Day 6 provides an opportunity for students to explain and justify how to find the correct slope from the table of values. The Closure states, "Students are shown a table. Students must explain how to determine the slope in two different ways. Before submitting, have students share their responses orally with a partner. Students should exchange feedback and revise their responses." This lesson also requires students to explain how to find the slope from a table in two ways, then "share their responses orally with a partner" and revise, supporting multiple strategies and justification of reasoning.

Unit 3, Day 4 asks students to determine whether a slope found from a graph is correct and to "justify their response," "share their responses orally with a partner," and revise based on feedback, promoting reflection and explanation.

The Pick 4 Essays provide opportunities for students to reflect on and communicate their understanding of mathematical arguments. For example, the Pick 4 Essay for Week 2, "Proportional and Non-Proportional Relationships," includes the following prompts: "Michele said the numbers shown are all integers because they are negative: 6.67, –2/3, –√36, -0.65, –3/5. Was she correct? Explain," and "Scott says he does not need to learn math because he can always use the calculator on his phone. Is he right? Explain."

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.