Accelerate Learning Inc.

Supplemental English Mathematics, 6
Math Nation+ Texas–Grade 6

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	**9798330804993**	**Both Print and Digital**	**Static**

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	85	45	Flags Not in Report	Not Applicable	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	16 out of 23	70%
2. Progress Monitoring	13 out of 24	54%
3. Supports for All Learners	30 out of 39	77%
4. Depth and Coherence of Key Concepts	16 out of 16	100%
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	All criteria for guidance met.	3/3
1.1c	Materials do not include a diagnostic learning tool that connects skill entry points to the diagnostic results.	1/2
1.1d	All criteria for guidance met.	2/2
1.1e	Materials do not include guidance for instructional leaders to support educators in implementation.	0/2
—	**TOTAL**	11/14

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 include an alignment guide that outlines the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS). "The Lesson Alignment by Standard" and the "TEKS/ELPS by Lesson" are in "Course Overview 0" and the "State-Specific Resources" section of the *Teacher Edition*.

The "Unit Overview" summarizes the concepts covered and indicates whether the primary focus is building students' conceptual understanding, procedural fluency, or real-world application.

Vertical and horizontal alignment are shown in the Learning Pathways in the "Course Overview 0" section, the "Course Overview" section, and the *Teacher Edition*.

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.

Implementation Guidance is given for each component of the lesson in the “Course Overview 0,” “Course Overview,” and “Teacher Resources.” Each of the program components is listed with an explanation and information on how it will be used during the lesson. Under the Flexible Implementation Options, the materials include time recommendations suggesting the time spent for each component and describing flexibility in the program design, with the materials offering the times as suggestions to teachers.

The materials provide usage recommendations to meet diverse student needs. The *Teacher Edition*, "Course Overview 0," Support for All Learners, includes information about intentional scaffolds designed to build student thinking and lead to mastery while filling in gaps. The materials provide language supports, including glossary videos, translated digital *Student Editions*, and instructional videos in English and Spanish. The Learning Pathways offer enrichment and extension suggestions within the course or by introducing future content. Accommodations are available through multiple accessibility features.

Effective educator practices are supported through "Teacher Resources" in the *Teacher Edition*, "Course Overview 0," and "Course Overview." The *Instructional Routines & Strategies* document gives educators multiple practices to use in the classroom setting. The "Teacher Prep Videos" provide educator support within each unit. The videos preview the lesson and provide information on implementation, challenges, differentiation options, and pedagogical notes.

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

The *TEKS Correlation Guide with Breakouts*, "Lesson Alignment by Standard," and "TEKS/ELPS by Lesson" enable educators to identify specific skills within certain units and lessons.

The "Product Review Guide" in the *Teacher Edition* under the "State-Specific Resources" section offers information about On-Ramp, the personalized, diagnostic learning tool. This adaptive diagnostic tool supports educators in meeting individual needs by ensuring that students have the prerequisite skills to master current course-level content.

Materials do not include a diagnostic learning tool that connects skill entry points to the diagnostic results.

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

Each unit includes an overview and rationale for the progression through the content. The overview and rationale support educators by allowing them to understand the learning sequence in the context of the learning progression.

The materials summarize each unit lesson, including an instructional focus (conceptual understanding, procedural fluency, or real-world application). A video for each lesson allows the educator to thoroughly internalize the lesson content, potential challenges, differentiation options, and pedagogical notes.

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

Comprehensive data reports on student usage and progress are provided. Instructional leaders have access to all educator resources.

There is no evidence of resources specifically designed for instructional leaders to support educators in implementing the materials as designed.

Materials are not explicitly labeled for instructional leaders.

1.2 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	Materials do not include detailed lesson plans; the assessment resources do not align with the ELPS.	3/7
1.2b	This guidance is not applicable to the program.	N/A
1.2c	All criteria for guidance met.	2/2
—	**TOTAL**	5/9

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.

There are no detailed lesson plans. *Math Nation*+ "Course Overview 0," "State-Specific Resources," and "TEKS/ELPS by Lesson" show the standards alignment by lesson to the TEKS and ELPS.

Educators can access the *Student Edition* (PDF) to see the learning objective for each lesson. The lesson framework is consistent throughout the resource and is structured using five components: Learning Targets, Guided Activity, Collaborative Activity, Practice, and Wrap-Up. Each lesson contains a Check Your Understanding in the *Student Edition*. The educator can use this information to know the specific student outcomes for each lesson, and once students complete the formative assessment, educators can track student progress. The materials follow a sequential unit format, but components can be used for instruction, intervention, or acceleration, giving the educator flexibility to meet the needs of students. The materials are flexible, and educators can use the components in any order. The "Course Overview" offers a suggested timeframe for each element of the lesson.

The "Course Overview" and "Teacher Resources" provide a general list of supplies and materials. However, the materials do not provide assessment resources aligned to the TEKS or ELPS. The materials include the assessments in the lessons, which are aligned to the standards in the "Lesson Alignment by Standard" and "TEKS/ELPS by Lesson."

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).

Materials contain supports for families in both Spanish and English. The materials include a "Course Resources" section that provides a "Family Support Letter" explaining how families can use the supports with students at home. Educators can print the letter from the *Teacher Edition* by accessing it digitally from the *Student Edition*. Students and families can access the "Study Expert" from the *Student Edition*, offering content support inside or outside of school. The materials support new academic vocabulary through a glossary video within the lesson.

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	Materials do not provide educator-controlled text-to-speech, or content and language supports for individual students.	2/4
2.1d	Materials do not provide diagnostic assessments, including TEKS-aligned tasks, varying complexity levels, or interactive item types.	0/4
2.1e	All criteria for guidance met.	4/4
—	**TOTAL**	10/16

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

The materials provide clear and explicit definitions for formative and summative assessments and their intended purposes. The materials explain formative assessments as "continuously informing instruction as students learn and practice." In contrast, summative assessments "assess student understanding at the end of an instructional period."

A table outlines when and how educators may use each type of assessment and where they may locate it within the program. The "Data Analysis and Progress Monitoring" subsection clarifies the purpose of each type of assessment and how educators can use them to monitor student progress.

The "Product Review Guide" defines On-Ramp as a personalized, adaptive diagnostic tool, further supporting assessment use tailored to individual learning needs.

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

The EdgeXL platform allows teachers to customize a set of instructions, ensuring consistency across the testing groups. The Check Your Understanding and Test Yourself! components are embedded in each lesson or unit, standardizing the experience across classrooms and ensuring every student engages with the assessments under similar conditions. Implementation guidance is given for instructional assessments, ensuring all students complete them at the same point in the instructional framework.

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

The Ticket Out the Door, Error Analysis, Warm-Ups, and Bell Work are all available in the *Teacher Edition* and *Student Edition* in both print and digital formats. EdgeXL is an assessment generator tool with additional assessment questions aligned to each unit and lesson and can be used to create additional assessments for various use cases.

The materials include educator-controlled calculator settings. Teachers can select which calculator(s)—basic, graphing, or scientific—students are permitted to access, or they may opt to disable calculator access entirely. This feature allows educators to customize calculator availability based on individual student needs and instructional goals. The resource offers various supports for learners, including language selection, highlighters, screen reader functionality, adjustable background and font colors and styles, and UserWay Works accessibility tools. The materials do not provide clear evidence of accommodations for educator-controlled text-to-speech or content language supports.

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

The materials have limited access to the On-Ramp diagnostic platform, and it was not evident that there were varying complexity levels of questions, nor was there a clear connection to the TEKS.

Diagnostic assessment questions include only multiple-choice questions.

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

Formative assessments are available and present more than two levels of complexity. Tasks progress in difficulty—from guided practice using visual supports or tables to independent problem-solving requiring students to apply concepts without scaffolds. This structure supports diverse learner needs.

The materials include interactive item types within the formative assessments. The materials present multiple choice, text entry, drop-down menus, select all that apply, and structured response tables. These formats appear primarily in digital tools like Check Your Understanding and Wrap-Up activities. More than two unique interactive item types were available, demonstrating intentional variety in assessment design.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	Materials do not provide guidance for interpreting student performance or rationales for responses.	0/3
2.2b	Materials do not offer guidance on responding to trends in performance.	0/1
2.2c	All criteria for guidance met.	2/2
2.2d	Materials do not provide prompts to support educators in checking for understanding.	1/2
2.2e	This guidance is not applicable to the program.	N/A
—	**TOTAL**	3/8

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

The materials provide ample opportunities for formative assessment and progress monitoring, such as those embedded in Check Your Understanding and through the EdgeXL assessment system. The materials do not offer scoring information and clear guidance for interpreting student performance. For example, reports generated through the coursework report and EdgeXL provide data on student trends, but the reports lack detailed scoring rubrics or instructional next steps tied to assessment outcomes.

The Test Yourself! practice tool includes solution videos explaining the rationale for correct responses. The materials include videos to help students review the mathematical processes necessary to arrive at correct answers after independently attempting the problems. This support in the materials is limited to specific assessments, does not consistently include rationales for incorrect responses, and is not designed for use by educators in analyzing performance.

Immediate feedback is provided for some digital assessments, such as Check Your Understanding, identifying correct or incorrect responses. The materials do not provide rationales that accompany answers, and no documented instructional guidance suggests how teachers should interpret or respond to specific patterns in student performance.

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

The materials support flexible implementation, but there is no apparent connection between assessment data and targeted instructional activities. The materials do not provide educators with structured pathways or recommendations on adjusting instruction or selecting tasks based on observed trends in student performance.

The materials include assessments such as Check Your Understanding, and tools like EdgeXL to monitor progress. The materials do not instructionally guide educators by identifying or responding to patterns of misunderstanding or learning gaps.

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 EdgeXL platform features dashboards and digital reports that allow teachers to monitor student usage, coursework completion, assessment results, and overall performance trends. The materials integrate these tools throughout the digital platform, inform instructional decisions, and support classroom data analysis.

The materials include tools for teachers and students to track progress and growth. Teachers can assign activities in EdgeXL and review student performance, including incorrect responses, to inform instructional adjustments. Students track their learning through Check Your Understanding at the end of lessons and Test Yourself! at the end of units, providing immediate feedback after each attempt. Additionally, a resource template in Unit 0 supports students in showing their work, reflecting on errors, and using solution videos to monitor progress over time. These features provide opportunities for teachers to monitor growth and for students to take ownership of their learning.

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.

Each lesson includes "Check Your Understanding" as an embedded formative assessment tool. These sections assess comprehension by being placed at key points during instruction. They allow educators to address misconceptions in real time before the misconception interferes with student learning.

Teacher Prep Videos help teachers recognize when and how to implement "Check Your Understanding." This guidance encourages the proactive use of "Check Your Understanding" and other formative assessment strategies during instruction.

General guidance is present through the videos, but explicit prompts—such as specific questions, scripts, or teacher cues embedded in the instructional text—are not included.

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	All criteria for guidance met.	2/2
3.1d	Materials do not provide educator-controlled text-to-speech or content and language supports for individual students.	1/3
3.1e	All criteria for guidance met.	2/2
—	**TOTAL**	10/12

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

Each lesson embeds research-based scaffolding practices through the Collaborative Activities and the Guided Activities. These include scaffolded questioning, intentional discussion points, and guided notes to build conceptual understanding and gradually release responsibility to students in the "Practice." The materials emphasize the "how" of learning by highlighting students' cognitive steps to access and master the content.

The “Teacher Prep Videos” include detailed scaffolds, such as guided questioning, targeted discussion prompts, visual models, graphic organizers, word banks, and annotated student samples. These tools equip educators with strategies to support students in developing understanding when foundational skills are weak or incomplete.

For example, in the *Teacher Edition* "Answer Key" for Unit 1: Lesson 1 "Practice," teachers are given guidance within the answers that "Students learned a variety of methods in 5th grade so that they may use/show a method other than those explored in the lesson."

Adaptive digital tools, such as On-Ramp, utilize diagnostic technology to personalize instruction based on individual student needs, ensuring that learners can revisit prior concepts or accelerate their progress as needed. Students can also engage with “Study Expert Videos,” which offer alternative pacing and depth, further supporting differentiated access to the content.

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.

New academic vocabulary is intentionally introduced within the context of lessons. The materials have a structured approach that ensures educators deliberately teach vocabulary as part of concept development. The materials mark academic vocabulary within green boxes that signal the important terms.

Instructional supports guide pre-teaching unfamiliar references. For example, the *Teacher Edition* "Answer Key" includes blue boxes to identify and explain unfamiliar references and key ideas. This helps teachers anticipate and clarify potentially confusing content before students engage.

The materials foster academic language development through structured opportunities for student dialogue, encouraging learners to use academic vocabulary in partner and group discussions. This supports opportunities for vocabulary acquisition and oral language fluency in mathematical contexts.

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 support educators in identifying enrichment and extension opportunities within the current course and introducing above-grade-level content as referenced in the Learning Pathways. For example, if students have successfully completed Unit 8 "Volume and Surface Area" in grade 6, educators can direct students to Unit 7 "Three-Dimensional Figures" in grade 7.

Videos provide instructional support for students ready to advance, offering flexible guidance as they move through more complex material independently.

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

The materials include educator-controlled calculator settings. Teachers can select which calculators—basic, graphing, or scientific—students can access, or teachers can opt to disable calculator access entirely. This feature allows educators to customize calculator availability based on individual student needs and instructional goals.

Materials do not include educator-controlled accommodations for text-to-speech or content and language supports within the digital platform. While these features are available to students, educators cannot enable or disable them to support individual student needs.

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 multiple opportunities for students to demonstrate understanding through various interactive item types, including multiple-choice, text entry, and drop-down responses. For example, in Unit 1: Lesson 1, the Check Your Understanding section offers three distinct question formats that assess student understanding through different representations.

Educator guidance is embedded throughout the curriculum to support varied student expression, including written responses, visual models, real-world applications, and manipulative usage. Teacher-facing resources, such as “Answer Keys,” prep videos, and instructional prompts, help students express and represent their thinking.

Lesson designs intentionally incorporate mathematical process standards, providing built-in opportunities for students to perform, express, and represent ideas. Activities, such as Guided and Collaborative Activities, are structured to ensure students analyze relationships, communicate reasoning, and apply learning to authentic contexts.

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.

Teacher Prep Videos guide educators in activating prior knowledge. For example, Unit 1: Lesson 1 prompts teachers to connect repeated subtraction to division using visual models and tables. The materials anchor big mathematical ideas by structuring lessons around core concepts, supported by "Collaborative Activities" and educator explanations. The materials highlight and connect key patterns, features, and relationships using varied representations, such as tables, factor lists, area models, and number lines. For example, Unit 1: Lesson 5 uses factor lists and visuals to identify the greatest common factor. Educator resources, such as *Teacher Prep Videos*, "Answer Keys," and the "Course Overview," explicitly reference how and when to introduce concepts, reinforce mathematical language, and use visual supports like posters and class-made anchor charts.

The materials provide explicit prompts to help educators activate prior knowledge and anchor big ideas. For example, in Unit 1: Lesson 1, the *Teacher Prep Video* guides teachers to start the lesson by revisiting repeated subtraction, helping students recall how it connects to division. In Unit 1: Lesson 5, the *Teacher Prep Video* reinforces the big idea of greatest common factor (GCF) by prompting teachers to model how listing factors reveals shared values, helping students anchor their understanding of GCF as a foundational concept. The materials support teachers in highlighting and connecting key patterns and features using multiple representations. In Unit 1: Lesson 1, the *Teacher Prep Video* prompts educators to analyze a table during the collaborative activity to show repeated subtraction patterns, guiding students toward the relationship between subtraction and division. The same lesson uses subtraction, place value, and area models to show different methods for solving division problems. Educators are encouraged to connect these models and highlight the common features that link them together. The materials offer guidance to help educators highlight and connect key relationships across visual and verbal representations. For example, the *Teacher Prep Video* in Unit 1: Lesson 1 suggests that teachers co-create a class anchor chart linking vocabulary terms like *division*, *repeated subtraction*, and *inverse operations*.

Educators are directed to refer to these relationships throughout the unit, helping students build and retain conceptual understanding.

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

The *Teacher Prep Videos* guide educators through various instructional strategies, including modeling, guided practice, and collaborative problem-solving. For example, in Unit 1: Lesson 1, the video directs teachers to introduce a concept with repeated subtraction and then transition to guided group work and visual modeling. The "Course Overview" and *Instructional Routines & Strategies* document recommends several methods, such as direct instruction, math talks, think-pair-share, number sense routines, and station-based learning, to deliver content and encourage student reasoning. In Unit 1: Lesson 1, the *Teacher Prep Video* guides educators to deliver instruction using multiple approaches. The lesson begins with a "Collaborative Activity," where students work in pairs using repeated subtraction to explore the concept of division. Next, the materials provide direct instruction to introduce formal vocabulary and alternative division methods. Finally, students complete an independent practice activity to reinforce their understanding.

The flexible lesson design allows teachers to adjust pacing and sequence. The materials offer planning guidance and suggest various strategies for teachers to choose based on their instructional model, but the materials do not provide specific timing. The "Teacher Resources" section includes clear implementation guidance to help educators make instructional decisions based on student needs. For example, the materials prompt teachers to preview the warm-up and decide whether it is appropriate for launching the lesson. They also advise teachers to monitor student progress and, if many students are struggling at the same point, pause the activity to provide support. These prompts help teachers tailor lesson components in real time to support effective instruction.

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

The materials incorporate multiple types of practice, including “Guided Activity,” “Collaborative Activity,” and “Practice.” For example, Unit 1: Lesson 1 provides students with multiple opportunities to practice. First, the practice with peer support through a "Collaborative Activity" on repeated subtraction; then, teacher-led practice uses more formal language along with the traditional algorithm. Finally, students practice individually using the method of their choice to reinforce the learning.

The materials support varied instructional structures, offering implementation guidance for individual work, pair activities, small group instruction, and whole-class facilitation. The *Implementation Guide* outlines when and how to apply these models across lesson phases. In Unit 1: Lesson 1, the *Teacher Prep Video* provides educators with guidance to support students. The lesson starts with a student-led "Collaborative Activity" with scaffolds built in. Educators are encouraged to watch and listen as students

work before they are guided to debrief the activity on repeated subtraction. Educators are then guided to lead students in synthesizing the work they did in the "Collaborative Activity," building knowledge toward the division algorithm through teacher-led modeling. The video outlines how to transition from partner-based exploration to teacher-led modeling, ensuring teachers can scaffold support based on student needs.

The *Teacher Prep Videos* provide consistent educator guidance on effectively delivering multi-tiered interventions. These videos model instructional delivery and suggest when to use teacher-led instruction, partner collaboration, and independent tasks to meet varying student needs. For example, in Unit 1: Lesson 1, students receive targeted support through a teacher-led "Guided Activity" using the standard algorithm, collaborate with peers to estimate sums and differences, and complete self-paced independent practice to develop mastery.

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 varied forms of student engagement. The ″Course Overview″ features Learning Pathways that identify opportunities for students to explore advanced concepts or progress to future content. *Study Expert Videos* provide instructional support for students who are ready to work ahead independently. For example, students could move from grade 6: Unit 7 "Area" to grade 7: Unit 7 "Area" to study area at an extended level. The *Instructional Routines & Strategies* guide offers general strategies for implementing enrichment and includes a rationale for what each routine accomplishes and why it is important. For example, the guide describes Algebra Talks as routines that promote mathematical discourse and encourage students to explore multiple solution paths. These routines support various forms of engagement. The materials include activities, such as Wrap-Ups or real-world applications, that present opportunities for enrichment. The Learning Pathways, "Course Overview," and Support for All Learners information in the *Teacher Edition* for Unit 0 were accepted as evidence for meeting this criterion. Teachers have guidance on how to use the materials to differentiate instruction through these resources and the “Teacher Prep Videos” available for each lesson.

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

The “Teacher Prep Videos” embed formative assessment questions and explicitly direct educators to pause, debrief, and prompt discussion at key moments in the lesson, ensuring timely feedback aligned to student thinking. For example, in Unit 1: Lesson 1, after students complete an area model, teachers are prompted to ask, "Why were thirty tens selected and not other options?"

The *Implementation Guide* provides guidance for using lesson activities for informal assessments and offers examples of when and how to adjust instruction based on student responses during or after a

task. For example, in Unit 1: Lesson 2, teachers are prompted to connect partial quotients to the division algorithm, especially if students are still struggling with the algorithm.

Guidance directs educators to give feedback on student strategies and to debrief throughout the lesson. As students work on the independent practice, the teacher should provide feedback relating the algorithm to the partial product method, help student make the connection, and supporting them in using mental math skills.

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	Materials do not include guidance on providing or incorporating more than two levels of academic language.	2/4
3.3b	This guidance is not applicable to the program.	N/A
3.3c	The product does not offer explicit support to guide educators in supporting students in language acquisition.	0/1
3.3d	Materials do not provide embedded guidance to support building background knowledge or making cross-linguistic connections through oral or written discourse.	4/8
3.3e	This guidance is not applicable to the program.	N/A
—	**TOTAL**	6/13

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 guidance addresses the needs of English learners at two proficiency levels, as outlined in the ELPS. Beginning-level students benefit from translation tools and multilingual glossary videos in English, Spanish, Haitian Creole, Portuguese, and ASL. Intermediate learners are supported through scaffolded questioning that progresses from dropdowns to open-ended responses. However, the materials lack explicit guidance for more than two proficiency levels. There are no tiered sentence stems or differentiated tasks aligned with ELPS descriptors, limiting the educator's ability to fully support all proficiency levels.

Multilingual supports include glossary videos in five languages, diverse “Study Experts Videos,” and digital tools such as built-in translation (in over 100 languages). These supports allow students to access and practice academic language at their proficiency level.

Lessons model and scaffold academic language through oral instruction, labeled diagrams, and cooperative learning, giving students at all proficiency levels meaningful opportunities to speak, write, and apply increasingly complex language. Throughout lessons, students internalize academic language through speaking and writing tasks, engage in partner activities, respond using high-frequency

vocabulary, and observe step-by-step modeled processes with embedded scaffolds and checks for understanding. For example, in Unit 3: Lesson 1, as students relate fractions, decimals, and percentages, they internalize new, basic, and academic language by using and reusing it in meaningful ways. Learners are asked to discuss with a partner the similarities or differences between a decimal and a fraction, and in the next lesson, learners are asked to describe, in writing, how to determine which values are equivalent.

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 identify the ELPS for each lesson in "TEKS/ELPS by Lesson" document; however, they do not include guidance to support educators in using the materials effectively within state-approved bilingual or ESL programs. *Instructional Routines & Strategies* guide includes Math Language Routines (MLRs). An example of an MLR is "Stronger and Clearer Each Time." The purpose of this strategy is for students to have the opportunity to revise and refine ideas both verbally and in writing. Although strategies are provided, the resource does not support teachers with guidance as to when to use the strategies, nor does it provide step-by-step guidance aligned to state-approved bilingual or ESL frameworks.

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 help teachers support emergent bilingual (EB) students in building academic vocabulary and improving comprehension through oral and written discourse. Lessons provide structured opportunities, such as academic conversations, partner activities, word problems, and writing prompts. In Unit 3: Lesson 1, the “Teacher Prep Video” guides educators to model academic vocabulary using a place value chart. The materials then prompt students to complete oral statements using precise math language, supported by a labeled diagram that reinforces vocabulary visually. The video also recommends a Collaborative Activity, where students convert fractions to decimals, allowing them to practice academic language through oral discourse. In the Wrap-Up for Lesson 2, students describe how to determine equivalency, using academic vocabulary in their written response.

The *Instructional Routines & Strategies* guide outlines targeted strategies in the Math Language Routines that support oral and written language development. For example, the Compare and Connect procedure

helps students understand how different math ideas or strategies relate. It encourages students to notice, compare, and explain various problem-solving methods using math language. This procedure builds mathematical thinking, helps students understand multiple processes, and strengthens their math vocabulary. It also encourages them to talk and think more deeply about math. For example, in Unit 3: Lesson 2, the"Ticket Out the Door" asks students to "Match the decimal values with their equivalent percentages by drawing lines to connect them" and "Describe how you determined which values are equivalent." This explicitly prompts students to compare and connect different representations (percentages and decimals), then articulate their reasoning, which supports the linguistic reflection and meta-cognitive thinking emphasized in MLR7.

The materials do not provide sufficient evidence of embedded guidance to build background knowledge through oral or written discourse. There are no clear strategies that promote cross-linguistic connections, such as leveraging students' home languages or identifying cognates.

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

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

4. Depth and Coherence of Key Concepts

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

4.1 Depth of Key Concepts

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.1a	All criteria for guidance met.	2/2
4.1b	All criteria for guidance met.	4/4
—	**TOTAL**	6/6

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

The materials offer practice opportunities intentionally embedded in every lesson and designed to support students' conceptual understanding and long-term retention of mathematical knowledge. According to the "Student Lesson Design" section, these practice activities include Warm-Ups, Collaborative Activities, and Practice components, which are structured to match students' progression, from guided to independent work. These tasks require students to solve problems, use academic language, and apply multiple strategies to develop a comprehensive understanding of grade-level TEKS. For instance, in Unit 1: Lesson 1, students engage with division conceptually before moving to procedural methods in Unit 1: Lesson 2.

Instructional assessments are integrated throughout learning pathways and consistently require students to demonstrate deep understanding aligned with TEKS. These assessments include tools such as Check Your Understanding, Test Yourself!, Warm-Ups, and the customizable EdgeXL Item Bank. Students' ability to model, explain reasoning using academic language, interpret mathematical representations, and apply learned concepts in real-world scenarios is assessed. For example, in Unit 1, students solve problems, complete structured tables, interpret area models, and evaluate factual statements in applied contexts, demonstrating alignment with TEKS standards.

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 provide a coherent system of questions, tasks, enrichment, and extension opportunities that progressively increase rigor and complexity, fostering grade- and above-grade-level proficiency in alignment with the TEKS.

Questions and tasks within each lesson are structured to grow in complexity, promoting conceptual understanding and the development of grade-level proficiency. For example, in Unit 1: Lesson 1, students are required to perform a series of tasks, including computing division using models, expressing mathematical ideas through academic language, and selecting appropriate equations based on tabular data. These activities require higher-order thinking and the application of multiple strategies, increasing in rigor as students progress through the lesson. The materials include intentionally designed components to scaffold students toward mastery, using structured formats such as Warm-Ups, Check Your Understanding, and guided practice elements.

The enrichment and extension materials provided through Learning Pathways support continued academic growth for students performing at and above grade level. Located in the "Course Overview," the Learning Pathways clearly articulate horizontal and vertical content connections, allowing educators to identify opportunities for remediation, acceleration, and cross-grade-level exploration. The materials supplement these pathways with features such as “Study Expert Videos,” which guide learners at varying paces and depths. The materials also offer students working ahead independently instructional support, facilitating above-grade-level engagement.

4.2 Coherence of Key Concepts

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.2a	All criteria for guidance met.	1/1
4.2b	All criteria for guidance met.	1/1
4.2c	All criteria for guidance met.	4/4
—	**TOTAL**	6/6

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

The course sequence builds foundational skills early in the year and intentionally connects them to more complex applications in later units. For example, early units focus on whole-number operations. In contrast, subsequent units build on these concepts through work with decimals, fractions, rational numbers, and coordinate geometry, demonstrating a clear progression in both content and cognitive demand.

The Learning Pathway reinforces these horizontal connections. These tools help identify conceptual links between topics and clarify how ideas introduced in one unit are developed and extended in others.

The Learning Pathways explicitly map the relationships among key mathematical ideas within the grade level, helping to reinforce the coherence of instruction and support deeper understanding through consistent revisiting and application of core 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 Learning Pathways highlight how mathematical content develops over time, showing connections within a single grade level and across multiple grade bands. Educators use these tools to identify prior knowledge, plan for remediation, or accelerate learning based on individual student needs.

Visual elements such as arrows and color-coded blocks within the Learning Pathways represent how specific units and concepts build upon each other from one grade to the next. This structure helps educators and students track the vertical progression of key mathematical ideas and ensures that instruction supports the cumulative development of skills.

The materials include references to repeated revisiting of TEKS-aligned standards across grades, as noted in the alignment tools for grade 7. These references show how concepts introduced in earlier grades are reinforced and expanded upon in later instruction.

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.

"Teacher Prep Videos" model how educators can link familiar concepts, such as using area models from multiplication to support understanding of division, to the new content the materials introduce. The materials do not specifically reference prior knowledge in the lessons but do present the previous knowledge in the videos.

The materials make conceptual and procedural connections across grade levels using Learning Pathways. These pathways offer visual representations that trace the development of mathematical ideas both within the current grade level and vertically into future grade levels, supporting coherence across the grades 6–12 continuum. For example, the Learning Pathways show how division concepts introduced in grade 6 are expanded upon in grade 7, where students will apply those same procedures to work with integers.

The "Lesson Alignment by Standard" provides guidance to help educators make horizontal and vertical connections, reinforcing students' understanding of procedures learned in earlier grades while preparing them for the increasing complexity of future mathematical work.

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 are designed to revisit key mathematical processes and practices over time within lesson structures that integrate previously learned skills into new learning experiences. The materials also revisit key mathematical processes and practices over time through embedded scaffolds that require students to draw upon earlier knowledge. These opportunities occur within individual lessons, and the materials distribute these opportunities across units and grade levels.

The Check Your Understanding is strategically placed to promote frequent recall of previously learned content. These checks serve as formative assessments and mechanisms for reinforcing earlier skills in new contexts, promoting cumulative learning, and conceptual fluency.

The Learning Pathways and "Lesson Alignment by Standard" section further support spaced retrieval by demonstrating how the materials revisit TEKS-aligned standards across multiple units and grade levels. This vertical and horizontal integration ensures that students are not only exposed to concepts once but return to them repeatedly through different lenses and increasing levels of complexity. For example, Unit 1: Lesson 2 presents pictorial models of fractions and decimals, moving to the division algorithm in Unit 1: Lesson 3, and finally using the algorithm in Unit 3: Lesson 1 to convert fractions to decimals.

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

The materials focus on student engagement's "what" and "how," intentionally incorporating mathematical processes and practices throughout lessons. These design features promote interleaving by integrating prior content within new tasks and assessments.

Check Your Understanding and Test Yourself! allow students to draw on previously learned material across different topics. These tools embed multiple concepts within a single activity or assessment, allowing mixed practice that reinforces conceptual connections.

Interleaving appears in lessons that combine multiple content strands, such as operations with rates, ratios, and proportions. Students are encouraged to use various previously learned strategies as they encounter increasingly complex tasks, particularly as lessons progress through the unit or course.

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 intentionally balance conceptual understanding, procedural fluency, and real-world application. Each lesson is labeled by focus to help educators identify learning goals quickly: Conceptual (C), Fluency (F), or Application (A). The design prompts students to interpret and apply mathematical concepts in authentic, complex contexts.

Lesson tasks provide frequent opportunities for students to interpret data, analyze relationships, and evaluate mathematical strategies. For example, lessons marked "A" engage students in solving real-world problems, such as determining quantities for a bake sale or applying the greatest common factor (GCF) in context.

Educator resources, including "Unit Overviews" and "Lesson Summaries," clearly show how each lesson supports higher-order thinking. These tools help educators select activities that encourage reasoning, reflection, and real-world application.

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

The materials frequently allow students to create concrete models and mathematical representations, embedding these opportunities throughout Lesson Tasks and Practice activities.

In Independent Skills Practice, students create models and representations. For example, in Skill A-14, students use a number line to represent a mug filled to 60%, reinforcing proportional reasoning. In Skill A-16, students model a decimal on a hundredth grid and then convert it to a fraction and a percentage, helping them visualize numerical relationships.

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

The materials consistently prompt students to apply conceptual understanding to new and varied contexts through Warm-ups, Practice Tasks, and Collaborative and Guided Activities.

Warm-ups at the start of each lesson are intentionally designed to give all learners access by using engaging or unfamiliar scenarios to encourage students to use prior knowledge and make new connections.

The materials include structured tasks with multiple representations and scaffolds, ensuring accessibility while challenging students to extend their learning into real-world or unfamiliar situations.

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 Warm-Ups, described in the "Product Review Guide," help students prepare for new content or reinforce number sense and procedural fluency. Each lesson has a designated focus—Conceptual Understanding (C), Procedural Fluency (F), or Real-World Application (A), as outlined in the "Unit Overview." This structure helps educators intentionally target fluency-building tasks when appropriate. For example, in Unit 1: Lesson 4, students are using what they know about the division algorithm to change a fractional remainder to a decimal. This allows students to start determining the most efficient way to change the fraction to a decimal.

The lessons build students' automaticity by providing scaffolded activities that develop the fluency needed for grade-level success. For example, in Unit 1: Lesson 1, students practice division through repeated exposure to multiple strategies, including equal grouping, repeated subtraction, and using multiplication as the inverse of division. Educators guide students to define *division* as "repeated addition" or "repeated subtraction" and explain that it involves "dividing, partitioning, or taking out equal groups from the whole." Students then analyze Devon's problem to identify what is being partitioned and use the area model as another method to represent division. These repeated exposures to multiple approaches strengthen students' fluency with division.

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

The materials provide multiple opportunities for students to practice applying efficient, flexible, and accurate mathematical procedures. Lessons support efficiency by modeling streamlined strategies and help students make direct connections to solve problems quickly. For example, in Unit 1: Lesson 1, students are prompted to connect division to multiplication. The presenter says, "If you know 4x3=12, then you know 12/4=3." Use of efficiency strategies is encouraged for faster recall.

The materials encourage flexibility by offering multiple solution paths and allowing students to choose from various models and strategies. “Teacher Prep Videos” guide educators in adapting instruction based on student needs, and the product's student-centered structure will enable teachers to use complete

lessons or select components to support individual learners best. For example, in Unit 10: Lesson 8, students solve the problem: "Nadia made eight friendship bracelets to give to her four best friends. Nadia wants to give an equal number of bracelets to each friend." This scenario is presented with multiple solution pathways, prompting students to use mental math, model the problem with a balance scale, sketch representations using rectangles and ovals, and identify and explain the operation used. This approach encourages students to select from a range of strategies, including equation writing, visual models, and inverse operations, supporting the development of procedural fluency with flexibility and accuracy.

Lessons reinforce accuracy by including scaffolded tasks that build automaticity and procedural fluency. Guided and Collaborative Activities allow students to refine their approach, receive feedback, and apply precise methods. For example, if at any time students are unsure of the accuracy of their method, they have access to the “Study Expert Video.” During the Guided Activity in Unit 1: Lesson 1 on understanding division, students filling in the area model who are unsure how to select a divisor can consult the expert video, which provides mathematical reasoning to guide their thinking.

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 consistently provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy throughout learning pathways. “Study Expert Videos” and “Teacher Prep Videos” embed reflective prompts to guide students in assessing the efficiency and flexibility of their problem-solving methods, such as "Is this the fastest way?" or "What other method could work?"

The materials guide learners to consider accuracy by responding to questions like, "How do you know the answer is right?" These prompts appear during Collaborative and Guided Activities and Independent Practice, reinforcing accurate reasoning and solution validation.

The materials allow students to verify their responses for accuracy by using multiple methods to solve a problem. For example, in Unit 1: Lesson 2, students are asked to show their work in various ways. The materials ask students to "Choose a method of division" and "Show the work and/or models." This direction helps students make connections to ensure efficiency, and working with a partner allows them to ensure accuracy.

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

The materials provide clear guidance to help students select increasingly efficient approaches for solving mathematics problems. Across lessons, “Teacher Prep Videos” and “Study Expert Videos” support both educators and students in evaluating the efficiency of different strategies. For example, in Unit 1: Lesson

1, prompts explicitly encourage strategic decision-making: "Why choose thirty tens instead of another method?" and "Use whatever method you prefer, but aim for the most efficient one."

The “Teacher Prep Videos” help educators model efficient problem-solving techniques and anticipate potential misconceptions. These videos guide teachers in delivering feedback that directs students toward more effective solutions. This scaffolding helps students internalize how and why specific approaches work better in different contexts.

The "Product Review Guide" reinforces these practices by highlighting tools that help monitor student progress and tailor instruction toward more efficient strategies. Overall, the materials actively build students' ability to recognize, evaluate, and apply increasingly efficient mathematical problem-solving methods. For example, in Unit 1: Lesson 1 "Understanding Division," guidance is given to give feedback to learners to use whatever method they would like to find the quotient of 438/6, but the presenter stresses, "We need to always be looking for that most efficient method," and "What other method could work?"

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 explicitly state how they address the conceptual and procedural emphasis of the TEKS. Each lesson has a designated focus—Conceptual Understanding (C), Procedural Fluency (F), or Real-World Application (A), as outlined in the "Unit Overview." This labeling helps teachers align instruction with the intent of the TEKS and supports effective planning.

The *Texas Standards Alignment* document identifies Unit 2: Lesson 2 as targeting content standards TEKS 6.2E and 6.3E and process standards 1C, 1D, and 1F. The "Unit Overview" states that students multiply decimals using reasoning strategies such as place value, area models, and powers of 10, supporting conceptual understanding and procedural fluency. Conceptually, students explore reasoning with powers of 10 and place value relationships by examining expressions like 450 × 0.01 and 450 ÷ 100 and by evaluating peer misconceptions like whether 1/100 equals 0.001, reinforcing a deep understanding of decimal structure. Procedurally, students are introduced to and compare multiple algorithms, including partial products and the standard multiplication method, analyzing their accuracy and efficiency. They engage in collaborative activities that require them to verify results, explain methods, and discuss the strengths and limitations of each strategy before choosing one for independent practice. This combination of visual modeling, conceptual reasoning, and algorithmic comparison ensures students build flexible, accurate strategies for multiplying decimals to the thousandths.

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 include questions and tasks that prompt students to use concrete models. For example, Unit 10: Lesson 8 has students use algebra tiles to solve one-step multiplication and division equations, supporting hands-on learning as the TEKS requires. For example, in the collaborative activity, students model the equation 4x = 8 by using rectangles to represent the unknowns and ovals for each bracelet, then evenly distributing the ovals to determine how many each friend receives. This concrete representation deepens understanding of division as the inverse of multiplication. In another task, students use algebra tiles to solve x/3 = 4 by partitioning an x-tile into three equal parts and recognizing that if one-third of x is 4, then x must equal 12—emphasizing the concept of inverse operations.

Lessons incorporate pictorial representations, including diagrams and visual models, to deepen understanding. For example, in Unit 9: Lesson 3, students use mathematical models to compare how numeric expressions with and without grouping symbols are evaluated. In one task, students match expressions such as 3 × 5 + 4 and 3 + 5 × 4 to their corresponding visual models, using arrows to indicate how the order of operations changes the outcome. This activity supports students in visualizing how placement of operations affects expression values and reinforces conceptual understanding of precedence in operations.

The materials support abstract modeling by guiding students to translate written descriptions into algebraic expressions, as seen in Unit 9: Lesson 8. These tasks develop students' ability to reason symbolically, in alignment with the TEKS. For example, students use bar models to represent and write expressions such as "the sum of a number and three" (n + 3) and "the difference of ten and a number" (10 − x). In one collaborative task, students match descriptions like "four less than a number" to the appropriate visual model and write the corresponding algebraic expression, reinforcing the connection between language, symbols, and structure.

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.

The materials support students in connecting, creating, defining, and explaining both concrete and representational models to abstract concepts. Each lesson follows a structured progression, beginning with hands-on modeling and moving toward symbolic representations. “Study Expert Videos,” collaborative work, and guided activities help students make these connections. For example, in Unit 10: Lesson 8, students solve one-step multiplication and division equations such as 4x = 16 and x/3 = 4 using algebra tiles and balance models. They manipulate the tiles to model and solve equations and then explain how the physical models represent inverse operations used to isolate the variable. These activities help students connect concrete and visual models to numeric reasoning and abstract symbolic understanding.

Lessons include embedded tasks where students create concrete and representational models to solve problems, then explain the math behind them. For example, in Unit 10: Lesson 8, students use algebra tiles and sketches to model and solve equations such as 15 = 3x. They describe their process and explain how their models represent operations like division and multiplication.

The materials include prompts that ask students to reflect on and define the mathematical relationships their models represent. Students explain the meaning of their drawings, identify operations used, and connect those operations to symbolic expressions, reinforcing their understanding of abstract math through visual and tactile learning.

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 use visuals to build academic mathematical language. In Unit 3: Lesson 4, a guided activity uses a visual area model to represent fraction multiplication. Students explain how multiplying two fractions creates a product representing "a part of a part." This activity reinforces students' conceptual understanding while encouraging them to use precise mathematical terms. The materials integrate manipulatives to connect language with concepts. In Unit 4: Lesson 1, on rational numbers, students use a straightedge to create number lines and plot integers equidistant from zero. By labeling and discussing integers, natural numbers, and whole numbers on their models, students develop an understanding of the vocabulary through hands-on application. The materials combine multiple strategies to reinforce new mathematical terms. In Unit 4: Lesson 1, students interact with color-coded number lines for natural numbers, whole numbers, and integers, watch a study expert model correct terminology, and apply vocabulary by writing values like -1.5 and 9 as ratios of two integers. These layered strategies support students in accurately learning and applying academic math language.

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

The materials include embedded educator guidance to scaffold and support students' use of academic vocabulary in context when communicating with peers and educators. For example, in Unit 3: Lesson 1, the guided activity provides word banks, discussion prompts, and visuals as students work with terms like *tenths, hundredths, decimal, equivalent fraction,* and *place value*. These supports help students move from recognition to verbal explanation while collaborating with peers. For example, the materials direct students to "Discuss with a partner any similarities or differences between the decimal 0.04 and the fraction 4/100." The materials provide guidance to extend students' use of academic vocabulary during instruction and peer interaction. For example, in Unit 4: Lesson 2, the collaborative activity "Opposites" asks students to discuss and justify how the opposite of a value could be positive using terms like *opposite, integer,* and *positive value*. The "Teacher Prep Video" prompts educators to ask, "What is the opposite of a number when it is negative?" Students then formalize their reasoning in writing, deepening

their vocabulary use. The "Course Overview" outlines the scaffolds embedded across lessons to support and extend academic language development. These include scaffolded questioning, intentional discussion prompts, guided notes, graphic organizers, visual models, word banks, and sample student work. For example, in Unit 1: Lesson 1, the guided activity introduces mathematical vocabulary such as *division, divisor,* and *dividend* through teacher-supported questioning and peer discussion, reinforcing academic language throughout the lesson.

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. For example, in Unit 6: Lesson 1, the Guided Activity prompts students to discuss the ratio of water to mix with a partner, reinforcing terms like *ratio* and *proportion* in peer conversations. Drag-and-drop and drop-down questions within the activity also require students to apply precise terms as they match ratios and proportions to visual models and written descriptions, strengthening their academic language in multiple contexts. The materials prompt students to use academic vocabulary when justifying and discussing their reasoning with peers. For example, during peer discussion in Unit 2: Lesson 1, students explain why different answers are reasonable or not reasonable while using precise vocabulary such as *estimate*, *difference*, and *solution*. In a related task, students use sentence starters like "The most reasonable answer is..." as they complete drop-down questions that require them to select vocabulary to justify their reasoning. The materials provide prompts that help students apply academic vocabulary to explain mathematical relationships. For example, in lessons on opposite rational numbers and coordinate planes, students respond to prompts such as "Explain how the opposite of a negative value could be positive" and "Discuss with your partner why Andrea's coordinate grid would neither be effective nor accurately communicate the information about the number of tourists visiting Florida." These tasks require students to articulate reasoning using precise mathematical terms in written and oral discourse.

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

The materials prompt students to hear and practice math language during peer interactions. For example, in Unit 6: Lesson 1, the guided activity asks students to discuss the ratio of water to mix with a partner. This structured discussion exposes students to academic vocabulary, supporting their understanding through peer dialogue. The materials allow students to refine and use math language collaboratively. For example, in Unit 2: Lesson 1, students explain why certain answers are reasonable or not and work with partners to determine the correct solution. This process allows students to clarify their ideas, practice precise mathematical terms, and improve communication. The materials include productive math language routines that help students strengthen and refine their language use. For example, MLR1, "Stronger and Clearer Each Time," guides students to first respond independently, then collaborate to revise their explanations, and finally refine their verbal and written output. Similarly, MLR7,

"Compare and Contrast," encourages students to analyze and discuss different mathematical approaches, representations, and terms, fostering meta-awareness and peer-to-peer learning.

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 anticipate a variety of student answers by providing exemplar responses for questions and tasks. Each lesson includes "Answer Key" documents with exemplar student responses typed in red, modeling accurate and complete solutions for teachers. For example, in Unit 1: Lesson 2 on the division of whole numbers, the "Answer Key" notes multiple strategies, such as beginning repeated subtraction to determine partial quotients. The "Answer Key" explicitly states, "Answers may vary. Example shown in the table," helping teachers anticipate a range of correct responses. The materials include embedded guidance to support and redirect inaccurate student responses. “Teacher Prep Videos” in each lesson provide specific strategies for addressing misconceptions during instruction. For example, in Unit 9: Lesson 1 on exponents, the “Teacher Prep Video” notes that a common error is students saying $93 = 9 \times 3$. The video directs teachers to guide students toward writing the expanded form $9 \times 9 \times 9$ before finding the product, reinforcing conceptual understanding. The “Teacher Prep Videos” provide educators with anticipated student responses and strategies for addressing misconceptions. These videos highlight exemplar answers to facilitate class discussions and offer redirection strategies to help students refine their reasoning. For example, in Unit 1: Lesson 1 "Understanding Division," educators are prompted to allow students to use various methods, such as repeated subtraction, while encouraging them to transition toward more efficient strategies, like area models.

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 TEKS process standards are clearly identified and embedded across the materials. The *TEKS Correlation Guide with Breakouts* specifies which process standards the materials address in each lesson and includes direct URL links to their placement within the instructional materials. By doing so, the materials ensure that educators can easily locate where and how each lesson will address the standards. For example, 6.1A is addressed in Unit 1: Lesson 1, when students use repeated subtraction to determine how many hours the subject will have to work to have enough money to buy a cell phone. This meets the standard by having students solve problems arising in everyday life.

The materials integrate TEKS process standards through multiple representations and problem-solving opportunities. Based on 6.1D, students are expected to communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate. For example, in Unit 6: Lesson 4, students use a double number line to represent the ratio of sweet tea to lemonade, then they complete a table to represent the same situation, and finally, they graph the data. Students then discuss characteristics of the graph. This problem situation allows students to use multiple representations and communicate mathematical ideas as required by the process standards.

Process standards are embedded into content learning rather than taught in isolation. For example, in Unit 10, students describe, represent, and solve problems by modeling equivalent expressions with algebra tiles, tables, graphs, and algebraic properties, reinforcing the process standards alongside core content.

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

The materials include a description of how process standards are incorporated throughout the learning pathways. The *TEKS Correlation Guide with Breakouts* identifies where the materials embed the process standards in each lesson. Guided and collaborative activities intentionally integrate these standards, making student engagement with process standards a consistent and natural part of learning. For example, in Unit 1: Lesson 7, students generate equivalent numeric expressions using area models, distributive property, and equations, with guided questions supporting reasoning and communication.

The materials describe how process standards are connected throughout the learning pathways. Real-world problem-solving scenarios are embedded across the course to support connections between concepts. For instance, in Unit 6: Lesson 11, students solve comparison shopping and recipe problems using proportional reasoning while outlining approaches, defining variables, and justifying solutions, reinforcing the process standards consistently. These guided and collaborative activities emphasize these student actions as integral to learning, fostering deeper conceptual connections. The materials reinforce the integration and connection of process standards across multiple content areas by embedding problem-solving models, guiding questions, and reasoning opportunities throughout. For example, in Unit 11: Lesson 5, students analyze two-variable relationships in various representations and contexts, building algebraic reasoning and transferable skills that link process standards to content learning over time.

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

The materials provide a clear overview of the TEKS process standards incorporated into each lesson. The *TEKS Correlation Guide with Breakouts* identifies which process standards are integrated and includes URL links directing users to their precise locations within the materials, serving as an effective overview. Additionally, "Unit and Lesson Overviews" highlight the focus and summary where process standards are evident. For example, in the grade 6 unit on displaying and analyzing data, students develop skills in representing and interpreting data through dot plots, box plots, and histograms, connecting statistical analysis to real-world contexts. This intentional inclusion of process standards supports educators in making explicit connections between mathematical concepts and applications, fostering deeper student understanding of problem-solving, reasoning, and communication.

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 by prompting them to analyze relationships and apply mathematical language in multiple contexts. For example, in Unit 2: Lesson 1, the Collaborative Activity asks students to explain how exponents relate across columns, requiring them to use academic vocabulary to deepen understanding. In Unit 8: Lesson 4, the Collaborative Activity has students model real-world situations with graphs, interpret features of the graphs, and use reasoning to compare rates of motion, connecting story contexts to graphical behavior. The materials provide opportunities for students to persevere through solving problems by guiding them to tackle multistep and open-ended tasks that require peer collaboration and refinement. For example, in Unit 8: Lesson 4, the Collaborative Activity asks students to create and interpret graphs of functions, compare their work with a partner, identify misconceptions, and refine their reasoning. Students also calculate and compare rates at different intervals of a trip, which requires persistence and organization to complete successfully. The materials provide opportunities for students to make sense of mathematics by connecting abstract mathematical ideas to real-world meanings and representations. For example, in Unit 5: Lessons 6–8, students use slope to analyze linear relationships, connect rates of change to real-world contexts, and distinguish between proportional and non-proportional relationships. In Unit 8: Lesson 4, the Collaborative Activity reinforces understanding by asking students to connect slope, gradient, and direction on graphs to concepts like movement, speed, and acceleration, culminating in a task where they synthesize these principles and express them mathematically.

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 students in understanding that there can be multiple ways to solve problems by prompting them to use and compare different strategies. For example, in Unit 5: Lesson 1, the Collaborative Activity guides students to graph proportional relationships using data from a table, an equation, and a written description. In Unit 2: Lesson 4, the Collaborative Activity has students complete

a table with a partner, analyze patterns, and discuss their findings, which deepens their conceptual understanding by helping them see how relationships are represented across different forms. The materials support students in explaining that there can be multiple ways to solve problems by requiring students to discuss, compare, and clarify their reasoning. For example, in Unit 2: Lesson 1, the Collaborative Activity tasks students to evaluate expressions with exponents using two different strategies and explain whether another student's strategy is correct. Similarly, in Unit 6: Lesson 1, students discuss two students' solutions to the same equation, apply both strategies to new problems, and explain to their partner why they chose specific methods for each equation. The materials support students in justifying that there can be multiple ways to solve problems by prompting them to evaluate strategies, defend their reasoning, and provide evidence for their choices. For example, in a lesson on generating equivalent expressions with exponent laws, students justify their work by explaining how they used expanded forms to determine the value of an expression. They also compare two students' strategies for finding the equivalent expression for (7/11) raised to the negative fifth power, analyzing the validity of each approach. In Unit 5: Lesson 1, the Collaborative Activity asks students to determine whether a proportional graph contains a point representing the approximate number of inches equivalent to five centimeters, justify their reasoning, and mark the point if it exists.

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 require students to do math with peers and educators by engaging in collaborative activities that apply concepts to real-world problems. For example, in Unit 6: Lesson 1, the Collaborative Activity asks students to work with a partner to determine how many batches of spice mix are represented by a diagram and to show their reasoning. Students interact with the educator during the Guided Activity on representing ratios with diagrams. The educator works alongside students as they determine part-to-part and part-to-whole relationships in the spice mix recipe. The teacher models how to break down the visual into parts, asks students to label and total each quantity, and prompts them to explain why the total is used for part-to-whole ratios but not part-to-part ratios. This interaction ensures students actively do the math with the educator rather than just observing. The materials require students to write about math with peers and educators by prompting free-response explanations and reflections. For example, in Unit 4: Lesson 1, the Collaborative Activity asks students to describe how a picture illustrates elevation and record classmates' definitions of the term. In Unit 4: Lesson 7, the Practice requires students to explain in writing what zero represents in a mathematical context, encouraging them to clarify their understanding beyond computation. The materials require students to discuss math with peers and educators through guided partner conversations and class discussions. For example, in Unit 6: Lesson 3, students complete a table with a partner, analyze patterns, and discuss their findings to deepen their understanding of ratios and rates. In the lesson on comparing absolute value, students debate which mathematical processes are true and explain their observations about comparing absolute value inequalities, reinforcing conceptual understanding through dialogue.

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 share their problem-solving approaches by encouraging explanations, arguments, and justifications, and providing multiple entry points to engage diverse learners. For example, in Unit 12: Lesson 6 "Interpreting Box Plots," through the Guided Activity, the lesson supports educators in guiding students to share their problem-solving approaches by encouraging explanations when students explain how they determine minimum, median, and maximum values from box plots; arguments when students discuss and defend differing interpretations of box plot values to reach consensus; justifications when students justify why they labeled certain quartiles or ranges on the box plot; and provide multiple points of entry by allowing students to use diagrams, numerical data, and verbal reasoning to engage meaningfully with the same task.

The materials support educators in guiding students to reflect on their problem-solving approaches by promoting explanations, arguments, and justifications, and multiple points of entry that deepen understanding and encourage reconsidering initial reasoning. For example, in Unit 4: Lesson 7 "Comparing a Quantity and Its Opposite in a Real-World Context," through the Guided Activity, the materials support educators in guiding students to reflect on their problem-solving approaches by promoting explanations when students explain what 0 represents on a horizontal or vertical number line within different contexts; arguments when students compare and debate which pet store is farther from the bookstore and defend their reasoning; justifications when students justify their plotted points and opposite values when representing quantities like sea level or temperature; and multiple points of entry by allowing students to engage through visual models like number lines, numerical reasoning with rational numbers and their opposites, and written or verbal descriptions to revisit and refine their understanding.

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

The materials include prompts to help educators address anticipated misconceptions by showing how to encourage efficient strategies. For example, in Unit 1: Lesson 1 "Understanding Division," the “Teacher Prep Video” shows how educators can guide students in selecting appropriate divisors for area models when they choose ineffective ones.

The materials guide educators in addressing anticipated misconceptions. For example, in Unit 9, Lesson 7: “Equivalent Algebraic Expressions,” the instructor shows how to anticipate that students may not understand that the “order has to stay the same with associative property.” This shows that the instructor is prompted to be aware of the common misconceptions that may arise when finding equivalent expressions using diverse mathematical properties.

The materials provide guidance for educators to provide explanatory feedback based on student responses. For example, in the “Teacher Prep Videos,” the presenter discusses partitioning $224 using a set of base 10 blocks. Students will partition them into 14 equal boxes. The presenter asks, "How many tens do we have?" The presenter goes on to state, "We have 22 tens. If the students tried to put two 10s in each box, they would run out. Allow students to try that to see that they would run out, but if they put one ten in each one of the boxes, we can see that we have eight left over." This model shows how educators can engage students in reasoning, prompting deeper understanding, and targeting teacher feedback based on how students respond.