Accelerate Learning Inc.

Supplemental English Mathematics, 7
Math Nation+ Texas–Grade 7

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	**9798330805006**	**Both Print and Digital**	**Static**

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	81	7	Flags Not in Report	Flags in Report	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	1
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 *Instruction 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. This 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 "This first lesson is designed to begin to activate that prior knowledge and so we will review some of the things." This lesson starts with reviewing place value with a place value chart, giving students a visual representation and a graphic organizer.

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 10 "Representing Proportional Relationships" in grade 7, educators can direct students to Unit 5 "Linear Relationships" in grade 8.

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 review place value and conversions to activate prior knowledge. The materials anchor big mathematical ideas by structuring lessons around core concepts, supported by "Collaborative Activities" and educator explanations. Using varied representations, the materials highlight and connect key patterns, features, and relationships. For example, in Unit 3: Lesson 1, students use a tape diagram to represent ratios, and then in the "Practice," students use multiple representations to solve ratio problems.

Educator resources such as *Teacher Prep Videos*, "Answer Keys," and "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 guidance for educators to activate prior knowledge and anchor big ideas. For example, in Unit 1: Lesson 1, the *Teacher Prep Video* prompts educators to review place value and conversions between fractions, decimals, and percents to activate students' prior understanding. The video then reinforces key ideas by connecting these conversions to the broader concept of number relationships. In Unit 3: Lesson 1, the materials remind students to recall that there are three ways to write ratios, anchoring that foundational idea early in the lesson. The materials prompt educators to highlight and connect key patterns and features using multiple representations. For instance, in Unit 3: Lesson 1, the video guides educators to model equivalent ratios using tape diagrams, double number lines, and tables and includes direct language such as, "each segment on the tape diagram represents the same amount." These tools help educators emphasize recurring structures and visual patterns across different representations. The materials support educators in highlighting and connecting key relationships between concepts throughout the lesson cycle. In Unit 1: Lesson 1, the video walks educators through how converting between fractions, decimals, and percents illustrates the inverse

relationship between multiplication and division. In the "Course Overview," Learning Pathways connect related topics across units, helping educators reinforce relationships both within and between concepts as students progress through the content.

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 prompts educators to lead learners in completing a place value table. Then, for the "Collaborative Activity," students use the table to determine the value of specific digits or identify a digit with a particular value. 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 2: Lesson 2, the *Teacher Prep Video* provides clear guidance for delivering instruction through multiple instructional approaches. The materials begin with teacher modeling that connects integer operations to real-life contexts, such as money, and demonstrates addition using integer chips. Next, students engage in partner work to solve problems using four different representations: mathematical expressions, money sentences, integer chip models, and sums. The lesson concludes with an independent "Wrap-Up" activity, where students analyze a model of integer addition, identify errors, and justify their reasoning. These components support lesson delivery through direct instruction, visual modeling, collaborative learning, and independent practice.

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. The lesson begins with a teacher-led activity that models how to recognize place value and its role in converting fractions, decimals, and percentages. Students then work with peers in a "Collaborative Activity" to practice conversions. Finally, students practice converting different forms of numbers independently to reinforce the concept before completing a Ticket Out the Door formative assessment.

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* guides educators through two teacher-led activities, each followed by a "Collaborative Activity." This structure allows students to receive teacher modeling and peer support before practicing independently. The video instructs educators to observe students during collaborative work and then debrief the activity on converting fractions, decimals, and percentages to solidify understanding.

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, the *Teacher Prep Video* instructs teachers to begin with a "Guided Activity" on converting fractions, decimals, and percentages. The teacher-led activity includes modeling and recommends using anchor charts to highlight common fraction, decimal, and percentage equivalencies. This visual support helps students recognize common values. The video then directs educators to transition into a scaffolded "Collaborative Activity," where students practice the modeled strategies with a partner. Finally, students 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 various forms of student engagement. Learning Pathways in the "Course Overview" identify opportunities for students to explore advanced concepts or progress to future content. For example, students could move from grade 7: Unit 10 "Representing Proportional Relationships" to grade 8: Unit 5 "Linear Relationships" to study these relationships at an extended level. “Study Expert Videos” support students who are ready to move ahead independently. 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 3: Lesson 1, in the Guided Activity, guidance is provided to give feedback to learners using tape diagrams and double number lines: "There is a difference in how that double number line is set up versus how a tape diagram is set up. The double number line is going to model more what a table is like."

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 lessons on reading decimals and converting them to fractions, the guide instructs teachers to provide students with a place value chart. This visual support helps students connect to prior learning and correctly relate decimal values to fractional representations, extending their understanding.

Guidance directs educators to give feedback on student strategies and to debrief throughout the lesson. The practice activity provides the educator with a chance to provide feedback. As the students practice converting numbers, the educator can circulate around the room asking questions like why the student chose a certain process or ask them to explain their reasoning. This would provide feedback before students move to Ticket Out the Door.

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 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 3, as students create proportions, they internalize new, basic, and academic language by using and reusing it in meaningful ways. Learners are asked to discuss with a partner why a particular strategy could lead to an incorrect answer. To support language proficiency, learners use a word bank to complete the statement, "The photograph and the poster are in a proportional relationship because the poster is a scaled version of the photograph. Mariana found the scale factor, which is a _____, and multiplied it by the height of the photo to find the height of the poster. Yousef set up a _____ stating the _____ of the height to width of the photograph _____ the ratio of the height to width of the poster." In-depth videos are provided for this lesson in two languages. The word bank supports students linguistically and helps students with language acquisition.

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 provide embedded guidance to help teachers support emergent bilingual (EB) students in developing academic vocabulary and improving comprehension through oral and written discourse. Lessons include structured opportunities, such as academic conversations, partner activities, word problems, and writing prompts. In Unit 3: Lesson 1 "Ratio Relationships," a diagram models academic vocabulary by showing three ways to write ratios. Students then work with a partner during a

Collaborative Activity to write ratios based on hours worked and money earned, which gives them practice using academic language through oral discourse. In Lesson 2, the materials prompt students to discuss with a partner what a specific ratio means and then write a summary of their reasoning. This written activity reinforces academic vocabulary in written discourse using a meaningful context.

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. For example, in Unit 1: Lesson 2, students are given a model representing a numerical value. Students are asked how many total squares are in the image and how many are shaded. They are then asked to express the value as a fraction and are reminded of the definition of a percentage. Students are asked to work with a partner to complete a fraction/percent table. Then, in Unit 1: Lesson 4, students work with a partner to solve real-world problems applying their prior knowledge of converting fractions and decimals. 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.

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 determine the equivalent decimal when given a fraction, convert the decimal to a percent without answer choices, and assess equivalency in all three forms while using academic language.

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. Examples from Unit 1 "Operations with Positive Rational Number" demonstrate scaffolded student learning from place value to operations with rational numbers, ensuring a conceptual foundation before moving to procedural algorithms.

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 in 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, Check Your Understanding requires students to determine the equivalent decimal when given a fraction, convert a decimal to a percent without answer choices, and assess equivalency in all three forms while using academic language. 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 through the use of 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, students in grade 6 begin writing expressions and equations to represent mathematical relationships with independent and dependent variables, then move to grade 7 where they represent proportional relationships, and then move to grade 8 where they represent proportional and non-proportional relationships.

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, in grade 7, Unit 10: Lesson 2 develops the conceptual understanding of the constant of proportionality. Grade 8 moves students toward procedural fluency and real-world application of proportional relationships and slope.

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 then move to solving problems with rates, ratios, and proportions in

grade 7. 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, in Unit 1: Lesson 2, students relate positive and negative numbers to real-world contexts (like temperatures) throughout the day.

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 E-3, students solve one-variable, two-step equations using algebraic tiles.

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 3: Lesson 1, students start the lesson with a "Guided Activity" in which the educator accesses prior learning about writing ratios. Then, students are guided to model ratios on a number line and using tape diagrams. Finally, students are exposed to writing a ratio and the equivalent rate. Students repeat the process in the practice activity, providing multiple exposures to the concept, allowing students to develop fluency.

The lessons are designed to support automaticity. Lesson tasks consistently include scaffolded activities that help students build the fluency needed for grade-level success. For example, Unit 3: Lesson 4 supports fluency with repeated exposure to solving multi-step problems involving proportional relationships. The materials build automaticity when learners recognize ratio patterns like doubling, and the materials build fluency as learners move from ratios to proportions. One of the questions asked is, "Why are both sides of the equation multiplied or divided by the same value in each step?" With this question, students must reason and understand the "why" behind what they are doing. Later in the lesson, students will have to use this reasoning to analyze student work to determine what is correct and incorrect.

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 the *Study Expert Videos* help students make direct connections to solve problems quickly. For example, in Unit 5: Lesson 1, the video guides students to solve the following problem by filling in the blanks: −16.537 + 6.1__8 = −10.__59. The video suggested students might guess and check but that teachers should guide them to a more efficient method by lining up the decimals and reasoning through the problem.

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. At the same time, the product's student-centered structure allows teachers to use complete lessons or select components to best support individual learners. For example, in Unit 3: Lesson 1, experts model how to express ratios using double number lines, tape diagrams, and tables. After practicing each method collaboratively, students complete the Wrap-Up, giving them the opportunity to choose their own method to solve, allowing them flexibility.

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, in Unit 5: Lesson 1, after students solve the problem −16.537 + 6.1__8 = −10.__59, they describe their process and then discuss with a partner, and each person checks the other's description for accuracy.

5.2c – Materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy throughout learning pathways.

The materials 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 help students make connections to ensure efficiency, and working with a partner allows them to ensure accuracy. For example, in Unit 2: Lesson 2, students are asked to work on several integer operation problems during the Guided Activity. Then, students complete a table independently and verify with a partner. Finally, the materials guide students in determining the rules for adding integers with opposite signs.

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 3: Lesson 2, guidance is given to support students in connecting adding and subtracting rational numbers. Making

the connection that adding a negative value is the same as subtracting a positive value helps students with efficiency.

The “Teacher Prep Videos” help educators model efficient problem-solving techniques and anticipate potential misconceptions. These videos also 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. For example, in Unit 3: Lesson 2, the video begins by reviewing various methods students may have previously used to find unit rates, such as using tape diagrams or repeated subtraction, and explains how the lesson helps transition students toward simply dividing two values to find the unit rate. The teacher anticipates a common misconception: that the position of values in a tape diagram determines their place in a ratio. To address this, the teacher emphasizes the meaning of *per*, clarifying that whatever follows the word *per* goes in the denominator, regardless of where it appears in a visual model. The video also demonstrates how to deliver targeted feedback by asking questions like, "What are we dividing in this situation?" or "What does the word 'per' tell us about our ratio?" This type of modeling and strategic questioning equips teachers to redirect students toward more efficient methods while ensuring they understand the reasoning behind the approach, helping students internalize when and why certain strategies are most appropriate.

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 3: Lesson 1 "Ratio Relationships," students engage with a range of visual models, including double number lines, tape diagrams, and ratio tables, to develop a conceptual understanding of ratios and unit rates. Students complete a double number line to determine the number of students who wear glasses given a ratio, then apply that relationship to solve for missing values in a table. Later in the lesson, the Collaborative Activity prompts students to compare hourly pay among baristas, calculate unit rates, and use proportional reasoning to solve real-world problems. These progressive representations and structured tasks help students monitor their own problem-solving strategies and move toward more abstract and efficient methods, such as directly dividing to find unit rate. This intentional progression supports the development of mathematical fluency while giving teachers tools to assess where students are in their understanding.

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: Lessons 2–4 as targeting content standard TEKS 6.3C and process standards 1A, 1C, 1D, and 1F. These lessons build on the conceptual understanding from Grade 6 by having students use integer chips and number lines to model addition. The materials then guide students to develop procedural fluency with adding integers. For example, in Unit 2: Lesson 2, students represent expressions such as 4 + (–3) by physically modeling integer chips, identifying and removing zero pairs, and interpreting the result. This builds directly on grade 6 experiences with rational numbers and visual models, reinforcing the connection between concrete representations and symbolic expressions. By emphasizing money scenarios like earning and spending, students make real-world connections that support transitioning from concrete models to abstract reasoning, a key expectation in TEKS 6.3C.

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, in Unit 2: Lesson 2, students are asked to represent the expression 5 + (–4) using integer chips. They begin by modeling each addend with chips and then identify and cross out zero pairs to determine the sum based on the chips that remain. This hands-on task prompts students to actively use concrete models to visualize and understand integer addition.

Lessons incorporate pictorial representations, including diagrams and visual models, to deepen understanding. For example, in Unit 2: Lesson 3, students are given a number line and prompted to model integer addition expressions such as (–3) + (–2) and 4 + (–7) by drawing rays that begin at 0 and extend in the direction of each integer's value. This visual modeling supports conceptual understanding

of both the direction and magnitude of integer sums, reinforcing how movement along a number line corresponds to addition of positive and negative values.

The materials support abstract modeling by guiding students to add integers using rules for integer addition to build procedural fluency, as seen in Unit 2: Lesson 4. For example, students are asked to find the sum of expressions such as 40 + (–165) and justify the sign of the result by identifying and explaining the creation of zero pairs using additive inverses. They complete the equation symbolically and explain their reasoning based on the integers' absolute values, reinforcing symbolic reasoning and building procedural fluency aligned with the TEKS.

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. Expert videos, collaborative work, and guided activities help students make these connections.

Each unit lesson supports the transition from models to abstract thinking. For example, in Unit 2: Lesson 2, students create integer chip models and number line models to explore the commutative property. They then use these models to determine equivalency and summarize their reasoning, connecting visual and symbolic representations.

The materials embed frequent opportunities for students to demonstrate understanding by constructing and explaining models. As the TEKS require, these activities help students internalize mathematical properties by linking hands-on and visual strategies to numeric and symbolic forms. For example, in Unit 2: Lesson 2, students use integer chips to represent values and model addition problems such as 4 + (–7). They physically manipulate chips to form zero pairs, cross them out to indicate cancellation, and determine the sum using the remaining chips. Students then write matching equations such as +1 + (–1) = 0 to show the mathematical connection between the model and the abstract representation. The lesson also provides structured tables for students to complete that connect money scenarios like, "I earn $4 and spend $2" with mathematical expressions and visual models. These concrete modeling tasks, combined with verbal and symbolic explanations, guide students in understanding the rules for adding integers with the same and opposite signs, reinforcing key TEKS-aligned skills in reasoning and procedural fluency.

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 develop academic mathematical language. In Unit 1: Lesson 1, the first Guided Activity prompts students to identify and discuss place value using a place value chart on the lesson screen. The chart serves as a visual support while students use correct mathematical terms to describe each place value. The materials integrate manipulatives to connect vocabulary to concepts. In Unit 6: Lesson 5, students measure the diameter and circumference of physical objects, record their data, and plot the measurements on a coordinate plane. Students analyze the plotted points to identify relationships, reinforcing the terms *diameter* and *circumference* through hands-on exploration. The materials combine multiple strategies to reinforce precise vocabulary. In Unit 6: Lesson 5, students label the parts of a circle on a colorful diagram while seeing the definitions for *radius*, *diameter*, and *circumference*. A “Study Expert Video” models correct usage of these terms, and students apply the vocabulary when analyzing their measurements on a graph.

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 4: Lesson 1, the Guided Activity on discounts and markups uses visuals, word banks, and discussion prompts to help students apply terms such as *discount*, *profit*, *markup*, *percent*, and *proportion*. The materials prompt educators to guide students through structured sentence stems and questions, including prompts like, "When looking at 100% on a product, how could we do that in one step?" The materials include embedded educator guidance to extend students' use of academic vocabulary during peer and written communication. For example, in Unit 5: Lesson 2, the “Teacher Prep Video” guides educators to prompt students to verbalize key phrases like "values are opposite" and "reverse order" while practicing subtraction of rational numbers using number lines. Students first count aloud with teacher guidance, rewrite subtraction problems as addition problems, and apply the vocabulary as they analyze and explain patterns in their solutions with peers. The "Course Overview" outlines that each lesson embeds research-

based scaffolds to help educators build and extend student understanding. These supports include guided notes, visuals, word banks, discussion prompts, and sample student work. For example, in Unit 1: Lesson 1, a Guided Activity on converting fractions and decimals prompts students to use terms like *numerator* and *denominator*, supporting peer discussions and written explanations as students build mastery of the vocabulary in context.

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 9: Lesson 1, the Collaborative Activity prompts students to discuss alternative ways to write an equation using precise terms such as *variable*, *coefficient*, and *equivalent expression* with partners. Later in the same activity, students evaluate a provided example and explain why it is impossible, reinforcing their use of academic language through justification and peer dialogue. The materials prompt students to apply mathematical vocabulary during peer interactions and written responses. For example, in Unit 2: Lesson 1, students work with partners to complete a table with integers, using terms such as *positive*, *negative*, and *opposite* as they summarize their findings. Guiding questions throughout the activity require students to discuss their answers and record justifications using precise mathematical terms. The materials integrate tools and activities that support vocabulary application in context. For example, in Unit 6: Lesson 8, students explore the area of a circle. They use clickable glossary links to access definitions, examples, and video explanations for terms like *parallelogram* and *rectangle*. Students then complete a cut-and-paste activity that matches these terms to visual models they construct, applying the vocabulary as they explain their reasoning with peers.

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 with peers during collaborative work. For example, in Unit 9: Lesson 1, the Collaborative Activity asks students to discuss another way to write an equation with a partner and explain why a given example is impossible. These conversations expose students to precise mathematical vocabulary in authentic contexts. The materials provide opportunities for students to refine and apply math language through discussion and peer interaction. For example, in Unit 2: Lesson 1, students work with a partner to complete a table with integers, discuss their reasoning to answer a series of questions, and summarize their responses. These structured interactions help students clarify their ideas and improve their use of mathematical terms. The materials include productive math language routines that guide students to strengthen their verbal and written communication. For example, MLR1 "Stronger and Clearer Each Time" prompts students to respond independently, collaborate to revise their thinking, and refine their language in both written and spoken formats. Similarly, MLR7 "Compare and Contrast" encourages students to analyze and discuss multiple

mathematical approaches, representations, and terms, with teachers modeling precise language and students reflecting and responding.

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, giving clear models for teachers. For example, in Unit 1: Lesson 4 on solving real-world problems with positive rational numbers, the "Answer Key" shows multiple acceptable approaches. For questions asking which operations to use (addition or division), responses include student-friendly explanations like "Because you're looking for the total or combined length of the boards" and "Because you're splitting the board into four equal pieces," with visual examples included in tables. The materials include embedded guidance to support and redirect inaccurate student responses. "Teacher Prep Videos" offer explicit strategies for addressing misconceptions. For example, in Unit 3: Lesson 3 on creating proportions, the "Teacher Prep Video" highlights a common mistake where students set up proportions incorrectly. The materials prompt teachers to have students "write the two things being compared to create equivalent ratios," guiding them to construct correct proportions. The "Teacher Prep Videos" provide educators with anticipated responses and strategies to address errors. Videos demonstrate how educators can use exemplar responses to model correct reasoning and encourage productive discussion. They also coach teachers on strategies for redirecting misconceptions—such as prompting students to verbalize their reasoning or refine their methods when converting fractions to decimals or identifying place value—helping ensure students build accuracy and conceptual 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 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, 7.1A is addressed in Unit 1: Lesson 4 when students are given a problem involving two pieces of wood. Students are asked to write expressions to show the total length of the two pieces, finding the length of each piece if the longest board were cut into four equal pieces, finding the difference between the two pieces, and the total length of 48 of the shortest boards lined up end to end. After students write the expressions, they are asked to compute the answer to each expression. 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. Students write, interpret, represent, and solve problems while making connections between ratios, rates, unit rates, and percentages using tools such as tape diagrams, double number lines, tables, graphs, and ratio reasoning. Process standards are authentically embedded in performance tasks that connect math to real-world applications. For example, in Unit 3: Lesson 7, students create three questions for real-life scenarios whose answers must be written as ratios, provide realistic answers in ratio form, and calculate sales tax on a birthday meal purchased at restaurants in four counties. They operate within given constraints to complete a full cost analysis, including determining an appropriate tip for a server.

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, each unit overview shows a summary of each lesson. Each "Unit Overview" summarizes the lessons and highlights where process standards connect to real-world applications. For example, Unit 1 includes the lesson "Using Operations to Solve Real-World Problems," Unit 2 includes "Operations with

Integers," and Unit 3 includes "Solving Real-World Problems Involving Proportions." These examples demonstrate how the materials embed process standards throughout the Learning Pathways while keeping the applications relevant and authentic.

The materials describe how process standards are connected throughout the Learning Pathways. Real-world problem-solving scenarios are embedded throughout the course, providing opportunities for students to apply process standards consistently. These Guided and Collaborative Activities emphasize 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 strategies, reasoning prompts, and collaborative discussions throughout lessons. For example, in Unit 6: Lesson 1, students decompose shapes and derive formulas for polygons while applying and communicating their reasoning, connecting geometric concepts to number sense, ratios, and percents, and building algebraic and geometric reasoning skills.

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 Unit 5: Lesson 6, "Solving Real-World Problems by Multiplying or Dividing Rational Numbers," students solve multistep real-world problems, connecting mathematical operations 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 and explain mathematical concepts in multiple contexts, for example, in Unit 2: Lesson 3, the Guided Activity asks students to give examples and explain when a number line is more effective than integer chips, requiring them to use mathematical language to justify their reasoning. In Unit 13: Lesson 7, the Guided Activity has students calculate compound probability using probability rules, multiplication, and logic, which develops mathematical reasoning as they complete event tables. The materials provide opportunities for students to persevere through solving problems by guiding them to work through multistep processes and real-world applications. For example, in Unit 7: Lesson 5, students solve problems involving scale factors with maps, blueprints, and apartment plans. In Unit 13: Lesson 7, the Guided Activity challenges students to solve compound probability problems using multiple steps and pattern-based thinking, helping them build stamina and resilience while verifying their answers. The materials provide opportunities for students to make sense of mathematics by connecting mathematical ideas to representations and real-world outcomes. For example, in Unit 6: Lessons 1–6, students gradually build an understanding of scale factors through a sequence of lessons that lead to solving problems involving real measurements. In Unit 13: Lesson 7, the Guided Activity reinforces understanding by asking students to recognize independent events and connect probability theory to actual outcomes, encouraging them to explain their reasoning and justify their answers.

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 3: Lesson 1, the Guided Activity introduces students to ratio relationships using double number lines, tape diagrams, and tables so they can understand multiple visual and numerical approaches. In Unit 2: Lesson 2, the Collaborative Activity has students work with a partner to complete a table, answer questions, analyze patterns, and

interpret data, which helps them build a deeper understanding of mathematical relationships. 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 3: Lesson 3, the Collaborative Activity presents three students' different strategies for solving proportional thinking problems. Students answer questions by analyzing one student's use of scale factors versus another's use of unit conversions: "How are Mariana's and Yousef's solution strategies similar? How are their solution strategies different?" Similarly, in Unit 2: Lesson 3, the Guided Activity has students add integers using chip models and number lines. Then, they explain when a number line model would be more effective than integer chips, articulating their reasoning in mathematical terms. The materials support students in justifying that there can be multiple ways to solve problems by prompting them to evaluate strategies, identify errors, and defend their solutions. For example, in Unit 3: Lesson 3, the Collaborative Activity asks students to explain why a method of measuring a photo could lead to an incorrect answer and justify why a strategy is flawed. In lessons on rewriting rational numbers, students justify their approaches by debating questions such as whether a repeating decimal can terminate, noticing denominator patterns, and explaining why converting a fraction to a decimal can simplify finding a percentage. These tasks require students to support their conclusions with evidence and logical reasoning.

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, hands-on problem-solving. For example, in Unit 5: Lesson 8, the Collaborative Activity assigns students real-world problems involving rational numbers and the four operations. Students work together to solve the problems, show their work, and prepare to present their group's reasoning to the class. In Unit 3: Lesson 1, students work with a partner to complete a rate and unit rate table, applying the concept across a series of problems. The materials require students to write about math with peers and educators by prompting students to explain their reasoning and reflect on their strategies. For example, in Unit 8: Lesson 4, the Collaborative Activity asks students to identify and explain errors in a pair of classmates' solutions by writing a note to each student that clarifies their mistakes. In Unit 2: Lesson 3, the Guided Activity provides opportunities for educator/student interactions through writing. As educators guide students through the lesson, they must give examples and explain, in writing, when a number line is more effective than integer chips, reinforcing conceptual understanding. The materials require students to discuss math with peers and educators by structuring lessons around peer conversations and collaborative reasoning. For example, in Unit 2: Lesson 2, students complete a table with a partner, analyze patterns, and discuss their findings to build understanding through dialogue. In the lesson on finding the area of polygons, students share how they decomposed octagons into triangles and quadrilaterals and describe what they noticed, using discussion to connect multiple strategies and confirm accuracy.

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 2: Lesson 2 "Adding Integers Using Integer Chips," the lesson supports educators in guiding students to share their problem-solving approaches by encouraging explanations when students describe how integer chips represent earned and spent money in equations; arguments when students discuss and compare patterns they notice about sums when adding integers with the same or opposite signs; justifications when students defend why their chip models correctly represent zero pairs or sums; and providing multiple points of entry by allowing students to use visual representations (integer chips), numerical equations, 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, justifications, and multiple points of entry that deepen understanding and encourage reconsideration of initial reasoning. For example, in Unit 3: Lesson 3 "Creating Proportions," the materials support educators in guiding students to reflect on their problem-solving approaches by promoting explanations when students explain why an estimation strategy for measuring the photo could lead to inaccuracies; arguments when students compare a scale factor approach to another proportion method and debate the efficiency or accuracy of each strategy; justifications when students defend their corrections of errors in incorrectly set-up proportions; and multiple points of entry by engaging students through visual models (scaled diagrams), proportional equations, and verbal or written reasoning, allowing them to revisit and refine their understanding in different ways.

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 supporting number sense. For example, in Unit 1: Lesson 1 the "*Teacher Prep Video"* shows how to guide students in accurately reading numbers aloud. The presenter models how to redirect if students misidentify place value by reinforcing correct verbalization of numbers.

The materials guide educators in addressing anticipated misconceptions by encouraging students to share strategies even before formal instruction. For example, in Unit 1: Lesson 1 the "*Teacher Prep Video*" shows how educators let students share strategies for converting fractions to decimals, even if the educators have not yet taught those techniques, to build confidence and connect to prior knowledge.

The materials provide guidance for educators to provide explanatory feedback based on student responses. For example, in the "*Teacher Prep Videos*," the presenter discusses reading 0.08 and 8/100. The presenter focuses on place value for the decimal and how the number is read and then relates that to reading the fraction and discusses how they are read the same but written in different forms. The presenter references the blue box that contains this explanation: "When rewriting a decimal that is greater than zero but less than one as an equivalent fraction, use the place value of the final digit to determine the denominator of the fraction." This model shows how educators can engage students in reasoning, prompting deeper understanding, and targeted teacher feedback based on how students respond.