Renaissance Learning, Inc.

Supplemental English Mathematics, 6

Nearpod Instructional Suite, 6

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	**9798998577208**	**Digital**	**Static**

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
54.65%	172	0	Flags Not in Report	Not Applicable	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	8 out of 23	35%
2. Progress Monitoring	12 out of 24	50%
3. Supports for All Learners	14 out of 39	36%
4. Depth and Coherence of Key Concepts	9 out of 16	56%
5. Balance of Conceptual and Procedural Understanding	28 out of 38	74%
6. Productive Struggle	13 out of 21	62%

Breakdown by Suitability Noncompliance and Excellence Categories

SUITABILITY NONCOMPLIANCE FLAGS BY CATEGORY	IMRA REVIEWERS	PUBLIC	Flags NOT Addressed by November Vote
1. Prohibition on Common Core	0	0	0
2. Alignment with Public Education's Constitutional Goal	0	0	0
3. Parental Rights and Responsibilities	0	0	0
4. Prohibition on Forced Political Activity	0	0	0
5. Protecting Children's Innocence	0	0	0
6. Promoting Sexual Risk Avoidance	0	0	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0	0	0

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	0
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

Materials support educators in effective implementation through intentional course and lesson-level design.

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	The materials do not contain an alignment guide outlining the TEKS, ELPS, and concepts covered, with a rationale for learning paths across grade levels and within the same grade level.	2/5
1.1b	The materials do not contain strategies for effective educator practices that support adaptation across a variety of instructional contexts, such as just-in-time supports, advanced learning, or use as a course.	2/3
1.1c	The materials include a TEKS correlation; however, they do not provide a correlation guide with recommended skill entry points based on diagnostic assessment results.	1/2
1.1d	The materials do not contain protocols with corresponding guidance for unit and lesson internalization.	0/2
1.1e	The materials do not contain resources and guidance for instructional leaders to support educators with implementing the materials.	0/2
—	**TOTAL**	5/14

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 grade 6 "Implementation Guide" includes an outline of key topics with corresponding "Resource Pages." For example, the topic "Angle Relationships" is linked to specific resources that align with the grade 6 "Topic Overview."

The materials feature "Topic Bundles" that group related concepts within the grade level. However, these bundles are not supported by an explicit alignment guide that maps content to the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), or learning progressions. Grade 6 materials feature a TEKS standards drop-down menu within the platform, enabling search functionality for standards addressed in the grade-level content. A rationale is provided for the design of learning paths within the same grade level; however, the materials do not reference the ELPS or include a rationale for learning progressions across grade levels.

1.1b – Materials include an implementation guide with usage recommendations and strategies for effective educator use, such as just-in-time supports, advanced learning, or as a course.

The "Implementation Guide" includes general usage recommendations for various instructional settings—such as general education, special education, English learners, interventions, learning centers, flipped classrooms, and independent learning—with suggestions such as accessing alternate grade levels.

The materials include lesson-specific guidance within the "Teacher Resources" section, offering implementation strategies such as guiding questions, common misconceptions, and connections to prior and future learning. Each lesson features its own guide, which supports just-in-time instructional decisions.

The materials do not include strategies for effective educator practices that support adaptation across a variety of instructional contexts, such as just-in-time supports, advanced learning, or use as a course.

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

The materials include TEKS connections within lesson content and allow teachers to filter lessons by standard. The materials do not provide a TEKS correlation guide linking diagnostic assessments to instruction, nor do they include guidance on determining skill entry points based on student performance.

While each lesson includes a pre- and post-assessment to monitor student growth on specific skills, there is no overarching diagnostic tool or instructional guidance to help educators identify appropriate starting points for individual learners.

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

The materials provide lesson-level "Teacher Resources" that outline lesson objectives, "Skill Summaries," vocabulary, guiding questions, common misconceptions, and skill limitations. Teachers can preview lessons through clickable slideshows and hyperlinks to instructional strategies, such as "Assess Prior Knowledge," "Real-World Connections," "Check for Understanding," and "Evaluate Student Learning."

Each lesson includes background information detailing lesson objectives and essential questions to guide instruction. For example, the lesson "Solving Basic Equations: 6" identifies three learning objectives and key vocabulary, with the essential question, "How can we use equations in our everyday life?"

However, the materials do not include protocols or corresponding guidance for unit or lesson internalization.

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

The Nearpod blog promotes five summer professional development opportunities for teachers. The materials do not include dedicated professional development resources or training modules specifically for instructional leaders to support curriculum implementation.

The Nearpod blog also features a "Leadership" drop-down with topics on "Curriculum," "Thought Leadership," and "Trends in Education"; however, it lacks specific guidance or tools to help instructional leaders support educators in implementing the materials as intended.

The materials offer usage reports for administrators and include general training modules to support program use. The materials do not provide specific guidance designed for instructional leaders to effectively support educators with implementing the materials as designed.

1.2 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	The materials do not contain detailed lesson plans with learning objectives aligned to the TEKS or ELPS, nor do they contain assessment resources aligned to the TEKS or ELPS.	3/7
1.2b	This guidance is not applicable to the program.	N/A
1.2c	The materials do not contain support for families in Spanish and English for each unit.	0/2
—	**TOTAL**	3/9

1.2a – If designed to be static, materials include detailed lesson plans with learning objectives, teacher and student materials, lesson components with suggested timeframes, and assessment resources aligned with the TEKS and ELPS.

Each lesson includes a "Lesson Page" featuring learning objectives intended to guide student mastery; however, these objectives do not strictly align with the TEKS and may extend beyond or fall below grade-level expectations. The page also details lesson components with suggested time allocations, provides a preview of student slides, enables lesson assignment via the "Teach" button, and offers various assessment resources. ELPS-aligned learning objectives are not included.

The materials offer assessment resources labeled "Assess Prior Knowledge," "Check for Understanding," and "Evaluate Student Learning." However, these assessments are not aligned to the TEKS, as they frequently fall below or extend beyond grade-level expectations. While TEKS alignment is indicated on the "Lesson Page," it is not explicitly noted on individual resources or within "Teacher Resources" slides. ELPS-aligned assessments are not provided.

1.2b – If designed to be adaptive, materials include detailed lesson overviews with learning objectives, lesson components with suggested timeframes, and assessment resources aligned with the TEKS and ELPS.

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

1.2c – Materials contain support for families in Spanish and English for each unit, with suggestions on supporting the progress of their student(s).

The materials do not provide family communication or unit-specific support resources in either English or Spanish, such as suggestions for how families can support student learning at home.

While the materials allow families to print student lessons for home use, this feature is only available in English; print options in Spanish are not provided.

Spanish-language access to Nearpod resources depends on the user's browser language settings. There is no dedicated, built-in language support within the platform.

2. Progress Monitoring

Materials support educators in effective implementation through frequent, strategic opportunities to monitor and respond to student progress.

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	The materials do not contain definitions for the types of instructional assessments used.	1/2
2.1b	The materials do not contain guidance on consistent administration of instructional assessments.	1/2
2.1c	The materials do not contain text-to-speech, content and language supports, or calculators that educators can enable or disable for individual students.	1/4
2.1d	The materials do not contain diagnostic assessments with two or more varying complexity levels or two or more interactive item-type questions.	0/4
2.1e	All criteria for guidance met.	4/4
—	**TOTAL**	7/16

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

The product website lists nine types of formative assessment tools available within the materials: "Drag & Drop," "Draw It," "Open-Ended Question," "Quiz," "Poll," "Collaborate Board," "Fill in the Blanks," "Matching Pairs," and "Time to Climb." Each tool includes a brief description and example of its interactive use in lessons. The materials state that these tools "capture student understanding" and offer "real-time insights into student learning." While these statements imply a purpose for using formative assessments, the materials do not provide a formal definition of *formative assessment*.

Each lesson includes a pre-assessment and a post-assessment. The "Teacher Resources" describe the intended purpose of these assessments: to measure student understanding before and after instruction. For example, in the "Full Lesson Answer Key" located in the slides of the lesson, the materials explain that the pre- and post-assessments are designed to mirror each other to measure student growth. However, the materials do not define what constitutes a pre-assessment or post-assessment as a specific type of instructional assessment.

The "About this Lesson" section of a sample post-assessment explains that "this gamified post-assessment is intended to assess students' ability to identify quadrants and graph points on a graph." It also states that this resource "can be used to track students' progress if used alongside the related pre-assessment with the same title." This statement shows a clear intended purpose for the assessment:

monitoring student learning over time. However, the materials do not provide a definition of *post-assessment* or explicitly identify it as a type of instructional assessment.

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

The materials include guidance on accurate administration by allowing for the appropriate use of accommodations and promoting precise scoring and reporting practices. This consistent and faithful implementation helps to ensure that assessment results are reliable, valid, and reflective of student learning to effectively guide instructional decisions.

Each lesson includes "Teacher Resources" that provide clear implementation guidance for administering pre- and post-assessments. These resources include full answer keys with rationales, overviews of the assessment structure, and support for analyzing student errors. The "Full Lesson Answer Key" also supports teachers in reflecting on student learning and making instructional decisions.

The "Teach" button in each lesson provides two administration options for instructional assessments: "Live Participation" and "Student-Paced." The materials include short definitions of each mode to guide teachers in choosing and implementing the appropriate format. The same section also lists suggested time allotments for completing each assessment, supporting consistent timing across classrooms.

The materials do not provide guidance or tools to support the consistent administration of assessments, such as standardized protocols, uniform conditions, or procedures to ensure assessment integrity across classrooms.

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 materials allow teachers to print digital assessments by first adding the lesson to their library, then converting the slides to a PDF file. Teachers can print lessons and assessment questions for students who need offline access.

The materials include the Microsoft Immersive Reader, which enhances text accessibility with features such as text-to-speech, translation, contrast adjustments, and content and language supports. Teachers can activate the Immersive Reader by modifying lesson settings or following instructions in the "Help Center." However, these features must be turned on for all students, not individual students.

The materials allow teachers to edit assessment slides and insert their own audio to support student understanding. While this feature offers a way to create customized accommodations, such as audio directions, it does not appear by default in the premade assessments. Additionally, the digital

assessments do not include built-in options for calculators that can be toggled on or off for individual students.

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

The materials include pre-assessments at the beginning of each lesson called "Show What You Know," which include four multiple-choice questions that could serve as diagnostic assessments. However, these assessments are not TEKS-aligned questions and tasks with at least two varying complexity levels, and they do not include interactive item types.

The multiple-choice questions do not include varying levels of complexity; instead, they have students recall knowledge. For example, in the grade 6 lesson "Write Ratios from Real-World Problems," students are asked to identify ratios from a given problem.

The pre-assessments do not include interactive items that vary in complexity. They include only four multiple-choice questions for each lesson.

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

The materials include formative assessments aligned to the grade 6 TEKS that measure a range of cognitive demand. For example, in "Model and Write Ratios Involving Images and Diagrams," students complete tasks such as identifying visual representations of ratios (basic recall), interpreting relationships between parts of a ratio (conceptual understanding), and expressing ratios in multiple formats (strategic thinking). Other lessons, such as "Divide Whole Numbers by 2- and 3-Digit Divisors," include drag-and-drop activities for procedural fluency and multiple-choice questions targeting higher-order application skills.

The materials offer a variety of interactive item types in formative assessments, including drag-and-drop, matching, and fill-in-the-blank activities; multiple-choice questions; and drawing tools. For example, in the lesson "Write Percents in Different Forms," students match equivalent forms of fractions, decimals, and percents; complete fill-in-the-blank items; and answer multiple-choice questions. These interactive tasks provide varied entry points for student engagement and are embedded across lessons to support ongoing formative feedback.

Formative assessments are embedded throughout instruction in the form of TEKS-aligned quick checks, pre-assessments, and interactive lesson activities. Each pre-assessment includes at least two levels of complexity, with the final question often targeting higher-level reasoning. For instance, the lesson "Model and Write Ratios Involving Images and Diagrams" includes multiple-choice, matching, and model-building tasks. These assessments are designed to support teachers in measuring student understanding before, during, and after instruction.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	The materials do not contain a rationale for each correct response.	2/3
2.2b	The materials do not contain guidance for using included tasks and activities to respond to student trends in performance on assessments.	0/1
2.2c	All criteria for guidance met.	2/2
2.2d	The materials do not contain guidance to support educators in responding to student answers during checks for understanding.	1/2
2.2e	This guidance is not applicable to the program.	N/A
—	**TOTAL**	5/8

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

The materials do not include rationales for correct answers; explanations simply state that the student chose the correct response, without detailing why it is correct. However, the materials provide guidance on generating reports that support teachers in interpreting student data in multiple ways. The "Post-Session Report" offers guidance and includes rationales for missed questions, with explanations for each incorrect response. The "Post-Session Report" supports immediate instructional decisions and reflection by highlighting participation, accuracy, and trends in responses, and teachers can use it for guidance in interpreting student performance.

In the "Find Area of Triangles with Whole Numbers" lesson, the "Teacher Resources" explain why each incorrect answer is wrong by identifying the type of error a student might make. However, the materials do not include rationales for correct answers; explanations simply state that the student chose the correct response, without detailing why it is correct.

The "Pre-Assessment Analysis" and "Post-Assessment Analysis" sections of the "Teacher Resources" identify common student misconceptions, helping teachers anticipate areas where students may struggle. Additionally, digital activities, such as quizzes and "Time to Climb," provide automatic scoring that marks responses as correct or incorrect, offering immediate feedback to both teachers and students.

The "Post-Session Activity Report" identifies patterns when multiple students choose the same incorrect responses, providing valuable insight into common misconceptions and areas needing targeted instruction.

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

The materials include "Post-Session Reports" that show student responses and highlight questions frequently missed. However, the materials do not provide guidance for using included tasks or activities to respond to student trends in performance assessments.

Each lesson includes instructional guidance and estimated time frames for activities in the "Teacher Resources." However, the materials do not include specific directions on how to use the activities in response to assessment data.

The platform allows teachers to access student performance data through Nearpod reports. However, the materials do not offer guidance for using lesson activities to address areas of student need identified in the reports.

2.2c – Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth.

The materials include "Post-Session Reports" that allow teachers to track student progress and growth during live and student-paced lessons. Teachers can view participation rates, individual and group responses, and pre-assessment and post-assessment results. Teachers can also use the "Teacher View" feature to monitor real-time student responses during each lesson.

The materials provide tools for students to track their own progress and growth. Student accounts include access to "Post-Session Reports" showing participation status, activity scores, all submitted responses, and correct answers. The "Help Center" offers step-by-step instructions and visuals to support student use of the reports.

The materials include features for both teachers and students to monitor progress and growth. Teachers can use "Post-Session Reports" to track performance on assessments and activities. Students access performance summaries and feedback through their accounts, including icons indicating encouragement or feedback from teachers.

2.2d – If designed to be static, materials provide prompts and guidance to support educators in conducting frequent checks for understanding at key points throughout each lesson or activity.

The materials include frequent prompts that support educators in checking for understanding during instruction. For example, in the lesson "Write 1-Step Equations from Tables," a "Check for Understanding" slide prompts teachers to assess student understanding. However, the materials do not include guidance on how to respond to student answers.

Each lesson includes prompts—such as quizzes, polls, and quick checks—that allow teachers to check for understanding at key points. However, the materials do not offer instructional guidance or recommendations to support teachers in interpreting or responding to student responses during the checks.

The "Teacher Resources" provide guiding questions and activities that function as checks for understanding. For example, the lesson "Solve Addition and Subtraction Equations with Models" includes multiple checkpoints. However, the materials do not provide educators with guidance on how to adjust instruction based on student responses to these prompts.

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	The materials do not contain explicit guidance and scaffolded support for educators to assist students who have not yet reached proficiency in prerequisite or grade-level skills.	0/1
3.1b	The materials do not contain explicit educator guidance for pre-teaching developing academic vocabulary and unfamiliar references in text, nor do they include embedded supports for unfamiliar references in text.	1/4
3.1c	The materials do not 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.	0/2
3.1d	The materials do not contain calculators that educators can enable or disable to support individual students.	2/3
3.1e	The materials do not contain explicit educator guidance on offering students multiple options and supports for demonstrating their understanding of mathematical concepts.	1/2
—	**TOTAL**	4/12

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.

The "Teacher Resources" for the lesson "Create Graphs from Equations or Tables & Interpret Points" include a "Skill Summary" outlining the instruction sequence, but they do not provide guidance for students who have not yet met prerequisite skills. For example, guidance tells the teacher to begin with contextual, verbal descriptions to introduce independent and dependent variables; however, there is no support for how to proceed if students do not understand the concept.

The materials only provide suggestions for whole-group instruction and do not include scaffolded supports for students who are not yet proficient. The "Teacher Resource" document lists prior knowledge, future learning, student objectives, and common misconceptions, but it does not include strategies or alternative methods to support struggling students.

The online platform follows a fixed format and does not adjust lesson content based on student performance. While the materials offer standards-aligned activities, they do not include embedded supports or differentiated paths for students who have not yet mastered grade-level 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.

The materials include embedded supports for developing academic vocabulary, such as student-friendly definitions, visual models, and intentional color coding. In the lesson "Find Area of Triangles," the definition of *area* is paired with an image to support understanding. The materials also use the color orange to highlight the concept of area in both shapes and formulas, and they consistently apply blue and green to the base and height of triangles. However, the materials do not include explicit educator guidance for language supports, including pre-teaching and embedded supports for unfamiliar references in text or pre-teaching supports for academic vocabulary.

3.1c – Materials include explicit educator guidance for enrichment and extension activities for students who have demonstrated proficiency in grade-level and above grade-level content and skills.

The materials include practice problems with varying difficulty levels, including more complex numbers. However, the materials do not provide explicit guidance or instructions for using these problems as enrichment or extension activities for students who have demonstrated proficiency in grade-level and above-grade-level content and skills.

The materials provide "Teacher Resources," such as "Skill Summaries" and answer keys; however, they do not provide guidance to help teachers identify students who are ready for enrichment or need additional support. The materials also offer more difficult problems but lack specific instructions for using them with advanced learners.

The materials include activities, like open-ended questions and collaborative boards, that allow students to engage in deeper thinking. Despite these opportunities, the materials do not include explicit educator guidance for enrichment and extension activities tailored for students who have demonstrated proficiency in grade-level and above-grade-level content and skills.

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

The digital materials include accommodations, such as text-to-speech and content and language supports. However, educators cannot enable or disable calculators for individual students.

Instruction is differentiated by grouping students based on specific needs and enabling features like the Immersive Reader. For example, teachers can launch multiple lesson codes to customize access, allowing certain student groups to use the Immersive Reader. This feature lets students click a book icon to have

independent work slides, open-ended questions, quizzes, and polls read aloud. It also allows students to click on individual words for content and language support.

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 offer students various ways to demonstrate understanding, such as using interactive visual models, drawing diagrams, and explaining solutions in writing. However, the materials do not provide educator guidance on tailoring tasks to support multiple methods or approaches for student expression.

The materials include various problem-solving options, including matching, drawing models, and writing explanations. The materials do not explicitly guide educators in offering students choices to demonstrate their understanding through different methods.

The materials allow students to demonstrate understanding using interactive tools, written work, and problem-solving games; however, the materials lack educator guidance on how to customize student activities so that learners can express understanding in varied ways.

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	The materials do not contain educator guidance to support effective implementation of multitiered intervention methods.	2/3
3.2d	The materials do not contain enrichment and extension methods that support various forms of engagement. Additionally, the materials do not contain guidance to support educators in effective implementation of enrichment and extension methods.	0/2
3.2e	The materials do not contain guidance to support educators in providing timely feedback during lesson delivery.	1/2
—	**TOTAL**	10/14

3.2a – Materials include explicit (direct) prompts and guidance for educators to build knowledge by activating prior knowledge, anchoring big ideas, and highlighting and connecting key patterns, features, and relationships through multiple means of representation.

The materials include explicit prompts and guidance for educators to build knowledge by activating prior knowledge and anchoring big ideas. For example, in the lesson "Find Area and Dimensions of Parallelograms," the "Think About It" slide connects the concept of area to base and height measurements using a visual of rectangular and parallelogram-shaped playgrounds. Additionally, the lesson begins with a "Show What You Know" section to activate prior learning of area formulas for rectangles.

The materials include explicit guidance for educators to build knowledge by highlighting and connecting key patterns, features, and relationships through multiple means of representation. In the lesson "Create & Write Ratios Involving Models," the "Teacher Resources" describe how students will compare quantities using concrete models, fractions, and decimals. The lesson includes visual models and interactive tools to support understanding of ratio relationships.

The "Teacher Resources" consistently include guiding questions to anchor big ideas and highlight patterns across lessons. For example, in "Write & Solve 1-Step Equations," questions such as "What are inverse operations?" and "How do you know what the variable represents?" guide students to explore structure and relationships in equations. Lessons also include drag-and-drop activities, diagrams, and real-world scenarios that reinforce understanding through multiple means of representation.

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

The materials include educator guidance for effective lesson delivery by outlining a variety of instructional strategies. For example, lessons are structured with time-stamped components—such as pre-assessment, real-world connection, explicit instruction, and post-assessment—supporting teachers in pacing and sequencing instruction using multiple approaches.

The materials provide guidance for facilitating lessons using various instructional methods, including prompts for student discourse, written responses, and transitions from whole-group to independent practice. Slide icons, like "Collaborate," "Write," and "Practice," signal instructional intent, helping educators adjust strategies in real time.

The materials offer explicit guidance for scaffolding instruction using different approaches. For example, in the lesson "Write & Solve 1-Step Equations," the "Skill Summary" recommends starting with concrete models, like algebra tiles or bar diagrams, and progressing toward independent problem-solving. Teacher prompts support student reasoning throughout the materials.

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

The materials provide multitiered intervention methods through diverse practice models. For example, in the lesson "Use Formulas to Find Volume of Rectangular Prisms," students receive targeted support via teacher-led slides, collaborate with peers during group activities, and complete self-paced tasks independently. This range of practice structures addresses different student needs.

The materials include structures that move from whole-group instruction to individual practice. Lessons use collaborative activities to build conceptual understanding and multiple-choice questions for independent skill checks. These whole-group, individual, and collaborative structures support students at different learning levels within the same lesson.

Although the materials provide various intervention models and practice types, they do not offer explicit directions or strategies for teachers to implement these interventions effectively during instruction.

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 opportunities for student engagement through interactive slides and digital practice, but they do not include enrichment or extension methods that challenge students who have already mastered the content or offer deeper exploration of concepts.

The materials provide all students with access to the same core lessons, quizzes, and assignments, supporting general engagement, but they do not include differentiated tasks or pathways to extend learning for advanced students.

The materials offer a structured sequence of lessons with clear pacing and learning goals, which helps maintain instructional flow. However, the materials lack guidance for educators on how to implement enrichment or extension strategies for students who need an additional challenge beyond the grade-level content.

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

The materials include a live dashboard that displays student progress, accuracy, and pace in real time, which allows teachers to monitor understanding as students work. However, the materials do not include guidance to support educators in providing timely feedback based on the information provided by the dashboard.

The materials embed formative assessment opportunities throughout lessons, including "Check for Understanding" tasks, pre- and post-assessments, and prompts within lessons. The platform allows teachers to provide live feedback during participation lessons for all drawable activities, such as "Draw It," "Drag & Drop," and "Math Manipulatives." While the materials include prompts to support educators in delivering timely feedback during lesson delivery, there is no explicit guidance on how to respond to student answers or adjust instruction in the moment.

Each lesson includes multiple opportunities for student interaction, such as collaboration slides and written responses, that could support timely feedback during delivery. However, the materials lack explicit prompts or educator guidance on how to use these opportunities to give effective and timely feedback aligned to student needs.

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	The materials do not contain educator guidance on providing and incorporating linguistic accommodations for all levels of language proficiency, as defined by the ELPS. Specifically, the materials do not support students in using increasingly more academic language across one or more levels of language proficiency.	0/4
3.3b	This guidance is not applicable to the program.	N/A
3.3c	The materials do not contain implementation guidance to support educators in effectively using the materials in state-approved bilingual/ESL programs.	0/1
3.3d	The materials do not contain embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, or making crosslinguistic connections through either oral or written discourse.	0/8
3.3e	This guidance is not applicable to the program.	N/A
—	**TOTAL**	0/13

3.3a – If designed to be static, materials include educator guidance on providing and incorporating linguistic accommodations for all levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.

The materials include interactive features that allow students to respond using drawings, images, text, and voice recordings. For example, in "Featured Lessons," students can share their thinking through videos and GIFs during the "Collaboration" and "Check for Understanding" activities. However, the materials do not include educator guidance on providing or incorporating linguistic accommodations for all levels of language proficiency, as defined by the ELPS.

The materials include access to the Immersive Reader, which allows text-to-speech and translation features for student-facing content. The "Teacher Resources" also provide definitions of key vocabulary to support academic language development. However, the materials do not include educator guidance on how to use these features as part of a structured plan for providing linguistic accommodations across all levels of language proficiency.

The materials provide academic vocabulary support for all students through a built-in glossary and visual models. The "Help Center" indicates that browser settings may support displays in multiple languages, but Nearpod lessons themselves are not translated. The materials do not include educator guidance on incorporating linguistic accommodations to support emergent bilingual (EB) students in developing increasingly academic language aligned with the ELPS.

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 "Implementation Guide" includes a section titled "Who Is Nearpod Math for?" This section lists EB support as learning scenarios alongside special education and intervention. The guide also includes flexible delivery options and classroom examples. However, the materials do not provide specific implementation guidance to support educators in effectively using the materials in state-approved bilingual or English as a second language (ESL) programs.

The materials support student language development through activities, such as polls, quizzes, "Draw It," and interactive videos. Lessons include features that promote reading, writing, listening, and speaking. However, the materials do not include implementation guidance to help educators adapt these tools for use within bilingual or ESL program models.

The materials include features that encourage student participation in multiple modes, including "Virtual Reality (VR) Field Trips," "Fill in the Blanks," and "3D Objects." These tools support general engagement and communication. However, the materials do not address state-approved bilingual or ESL program models, such as dual language immersion or ESL pull-out instruction.

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.

While Nearpod for grade 6 includes interactive activities, such as polls, drag-and-drop tasks, and virtual manipulative tools, the materials do not include embedded guidance for teachers to explicitly support EB students in developing academic vocabulary or building background knowledge through oral or written discourse.

Lessons typically include static vocabulary slides without scaffolds like sentence stems, structured language routines, or supports for crosslinguistic connections. There is also no evidence of teacher guidance to facilitate structured oral discourse that increases comprehension or builds background knowledge specific to EB student needs.

Additionally, written discourse activities are limited and do not include supports, such as modeled responses or writing frames, aligned to academic language development.

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

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

4. Depth and Coherence of Key Concepts

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

4.1 Depth of Key Concepts

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.1a	All criteria for guidance met.	2/2
4.1b	The materials do not contain questions and tasks, including enrichment and extension materials, that increase in rigor and complexity, leading to above-grade-level proficiency in the mathematics TEKS.	2/4
—	**TOTAL**	4/6

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

The materials include interactive practice opportunities that support depth of understanding aligned to the TEKS. In "Find Area of Triangles with Whole Numbers," students annotate diagrams to complete area equations using given base and height measurements, use tools to identify correct measurements on rotated and off-grid triangles, and solve problems involving abstract representations. These opportunities allow students to apply their conceptual knowledge across varied contexts.

Instructional assessments within lessons include components such as "Assess Prior Knowledge," "Check for Understanding," and "Evaluate Student Learning," each aligned to the TEKS and designed to assess conceptual understanding. For example, in "Find Area of Triangles with Whole Numbers," students recall the area formula, identify base and height on a grid, and solve for the area of both right and non-right triangles, demonstrating conceptual transfer and procedural fluency.

The materials include practice activities and assessments with a range of item types—multiple choice, "Fill in the Blanks," matching, and "Drag & Drop"—that support TEKS-aligned learning pathways. Lessons such as "Write Percents in Different Forms," "Divide Whole Numbers by two- and three-Digit Divisors," and "Convert Ratios to Unit Rates" include tasks requiring students to apply mathematical reasoning across multiple representations, promoting both conceptual and procedural understanding.

4.1b – Questions and tasks, including enrichment and extension materials, increase in rigor and complexity, leading to grade-level and above grade-level proficiency in the mathematics TEKS.

The materials include questions and tasks that increase in rigor and complexity, leading to grade-level proficiency in the mathematics TEKS. In "Create & Use Polygons on Coordinate Planes," students begin by

identifying and plotting ordered pairs in four quadrants, then progress to forming polygons and determining missing vertices. The lesson extends to calculating the area and perimeter of the resulting polygons, requiring students to apply geometric reasoning and measurement concepts, which supports leading students to grade-level proficiency.

The materials sequence tasks that increase in rigor and complexity, supporting grade-level proficiency. For example, in the "Convert Ratios to Unit Rates" lesson, students begin by identifying ratios with visual models, then simplify to unit rates, and finally model unit rates in applied contexts.

Practice tasks in the materials lead to grade-level proficiency. In "Divide Fractions & Solve Problems Using Standard Algorithm," students match equations to quotients, then apply the algorithm and solve real-world word problems. Similarly, in "Identify Statistical Questions," students progress from identifying and writing statistical questions to analyzing variability and sorting examples.

However, the materials do not include questions and tasks—including enrichment and extension materials—that increase in rigor and complexity, leading to above-grade-level proficiency in the mathematics TEKS.

4.2 Coherence of Key Concepts

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.2a	All criteria for guidance met.	1/1
4.2b	All criteria for guidance met.	1/1
4.2c	The materials do not connect students' prior knowledge of mathematical concepts or procedures to the mathematical concepts to be learned in future grade levels.	2/4
—	**TOTAL**	4/6

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

The materials connect patterns, big ideas, and relationships across grade-level concepts. In the lesson "Solve Ratio Problems Involving Speed & Prices," students use double number lines to find equivalent ratios and connect these representations to tables. The scope and sequence for "Area, Volume & Surface Area" shows progression from areas of individual shapes to composite figures and surface area.

The materials organize standards by topic, with lessons and activities arranged by specific skills. For example, the grade 6 unit "Percents" has two "Topic Bundles": "Write Percents in Different Forms" and "Find Wholes, Parts & Percents to Solve Problems." These bundles connect skills within the topic, demonstrating coherence by linking patterns and relationships.

"Teacher Resources" include sections titled "Connection to Prior Learning" and "Connection to Future Learning." For example, the lesson "Identify Equivalent Ratios" notes students' prior experience with tables of values and ratios. The "Connection to Future Learning" section explains how students will extend this knowledge to proportional relationships, showing horizontal coherence across grade-level 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 digital platform for students consistently uses instructional strategies and digital tools that build familiarity and reinforce learning as students advance.

Nearpod provides a consistent set of interactive tools—such as quizzes, polls, and collaborative activities—that are used across all grade levels, promoting student familiarity and instructional continuity.

The "Teacher Resources" mention prior-learning and future-learning topics that educators may connect to current 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.

The materials introduce the grade-level concept of solving one-variable, one-step equations, but they do not provide guidance explaining how this concept connects to future learning, such as solving two-step and multistep equations with variables on both sides.

The materials connect students' prior knowledge of procedures to current grade-level concepts. For example, the lesson "Find Area and Dimensions of Parallelograms" reviews how to find the area of rectangles and squares before teaching how to find the height and base of parallelograms. However, the materials do not prompt students to reflect on how their current understanding links to future learning.

The materials connect to students' prior learning through teacher-facing notes in each lesson. The "Teacher Resources" include sections titled "Connection to Prior Learning" and "Connection to Future Learning" that describe what skills students have previously developed and will build on. These sections provide coherence across lessons and activities but are intended for teacher use only and do not actively support students in making these connections.

4.3 Coherence and Variety of Practice

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.3a	The materials do not provide spaced retrieval opportunities with previously learned skills and concepts across learning pathways.	0/2
4.3b	The materials do not contain interleaved practice opportunities with previously learned concepts across learning pathways.	1/2
—	**TOTAL**	1/4

4.3a – Materials provide spaced retrieval opportunities with previously learned skills and concepts across learning pathways.

The materials focus assessments on current lesson skills without providing opportunities for students to recall previously learned skills or concepts across lessons. For example, the lesson "Identify Equivalent Ratios" includes "Assess Prior Knowledge," "Check for Understanding," and "Evaluate Student Learning" sections that review only equivalent ratios.

Each lesson begins with a "Show What You Know" section, where students answer four multiple-choice questions to assess prior knowledge of relevant skills and concepts. However, these questions do not provide spaced retrieval opportunities to revisit previously learned skills across different lessons.

In the lesson "Divide by 2- and 3-Digit Divisors Using Standard Algorithm," students practice division with one-digit divisors before moving to more complex divisors. This progression supports skill development but does not include spaced retrieval of prior skills throughout the course.

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

The materials do not provide interleaved practice opportunities with previously learned concepts across learning pathways. In Nearpod, interleaving is primarily used for skills within individual lessons, not for revisiting or connecting broader concepts across units.

The materials provide interleaved practice opportunities with previously learned skills across learning pathways by integrating multiple strategies and tools within individual lessons and reinforcing them through varied activities.

While many lessons focus on one concept at a time, the materials also provide opportunities for students to apply a mix of previously learned skills within each lesson. For example, when students are solving proportions, they continue to work on multiplying and dividing positive rational numbers fluently.

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 provide opportunities for students to interpret, analyze, and evaluate mathematical concepts and complex, real-world situations. For example, after learning to calculate and compare unit rates, students apply this understanding to evaluate which options represent the best value in real-world scenarios involving pricing, speed, or efficiency. In the lesson "Solve Ratio Problems Involving Speed & Prices," students must determine which of two runners maintains a faster pace using a double number line, then explain their reasoning. Students also compare grocery prices and justify their conclusions using ratio reasoning, supporting their decisions with unit rate calculations and verbal explanations.

The materials include tasks that require students to evaluate mathematical relationships and apply concepts to real-world scenarios. In the lesson "Identify Independent & Dependent Variables in 2-Variable Relationships," students analyze a graph to determine which variable is dependent and which is independent in a real-world context.

The materials allow students to interpret and evaluate graphical representations in real-world contexts. In the lesson "Describe Data Sets by Center & Variability," students analyze a graph to identify clusters in the data and evaluate what the distribution suggests about the dataset.

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

The materials provide opportunities for students to create concrete models and representations of mathematical situations. For example, students use square tiles and double number lines to model and compare real-world problems after understanding ratios and equivalent ratios. In one activity, students represent a recipe using colored tiles and scale the recipe by adding repeated groups. These models help students visualize ratio relationships and support their explanations when determining if two ratios are equivalent in different contexts, such as recipe, price, and speed comparisons.

In "Divide Multi-Digit Numbers Resulting in Decimals," students use base ten blocks to model real-world money problems involving division. The hands-on representation helps students visualize how amounts are shared equally, supporting their understanding of decimal placement in quotients.

In "Find & Use Volume of Cubes & Prisms," students complete "Draw It" tasks, where they sketch and label rectangular prisms. These visual models help students apply volume formulas to solve problems involving rational-number dimensions and missing side lengths.

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

The materials provide opportunities for students to apply conceptual understanding to new problem situations and contexts (e.g., after developing a conceptual understanding of absolute value through real-world contexts, like bank account balances and distances on an odometer). Tasks prompt students to analyze temperatures below zero, sea creature depths, and elevation changes, requiring them to determine and interpret absolute values in unfamiliar but relatable contexts. Students justify their reasoning and respond to guiding questions—such as "Can absolute value (distance) be negative?"—to deepen their conceptual understanding and transfer knowledge across contexts.

In "Convert & Use Measurements," students apply their conceptual understanding of ratios to solve new measurement conversion problems. After learning to use ratio reasoning in basic contexts, students apply their reasoning to real-world situations, such as converting recipe quantities or distances across measurement systems.

In "Graph Shapes & Find Area," students begin by plotting ordered pairs on a coordinate plane that overlays a neighborhood map. Later, they transfer this conceptual understanding to a new context by finding the areas of homes on the map, demonstrating how geometric concepts apply to real-world structures.

5.2 Development of Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.2a	The materials do not provide tasks that are designed to build student automaticity necessary to complete grade-level mathematical tasks.	1/2
5.2b	All criteria for guidance met.	3/3
5.2c	All criteria for guidance met.	3/3
5.2d	The materials do not contain guidance to support students in selecting increasingly efficient approaches to solve mathematics problems.	0/1
—	**TOTAL**	7/9

5.2a – Materials provide tasks that are designed to build student automaticity and fluency necessary to complete grade-level mathematical tasks.

The materials provide practice activities that ask students to apply skills learned during the lesson, supporting general fluency development. For example, lessons include tasks that reinforce concepts introduced in instruction. However, the materials do not include support structures that are specifically designed to build student automaticity necessary to complete grade-level mathematical tasks.

The materials include lessons that require students to perform mathematical procedures accurately and flexibly. For example, in grade 6, students are encouraged to select from multiple strategies to solve problems, such as exploring different ways to write ratios. While these tasks support conceptual understanding, the materials do not include tasks that provide repeated practice intended to develop automaticity.

The materials support skill development through activities that allow students to choose problem-solving methods and engage in guided practice. For example, students demonstrate procedural understanding by solving problems during lessons. However, the materials do not include tasks that emphasize efficiency, promote number sense, or offer repeated opportunities that are intentionally designed to develop student automaticity.

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

The materials guide students to apply accurate and flexible mathematical procedures across learning pathways. In the lesson "Use Formulas to Find Volume of Rectangular Prisms," the "Think About It" activity prompts students to choose a strategy to solve a real-world problem. Later in the lesson, the "Return to Think About It" task requires students to solve with accuracy using specific measurements.

The materials allow students to practice flexible procedures by choosing strategies that match their thinking. In the grade 6 "Topic Bundle" "Write Equations from Graphs & Tables of 2-Variable Relationships," students write equations based on different representations. At the end of the lesson, the

"Time to Climb" activity gives students a chance to revisit and apply those strategies. In another grade 6 lesson, students solve division problems by selecting their preferred method.

The materials incorporate interactive tools that promote the application of accurate and efficient procedures. In the lessons "Model & Write Ratios Involving Images & Diagrams," "Divide by 2- & 3-Digit Divisors Using the Standard Algorithm," and "Divide Multi-Digit Numbers Resulting in Decimals," students use "Draw It," open-ended questions, and quick checks to apply different strategies and justify their thinking. These repeated opportunities help students develop procedural fluency across a range of content.

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 provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy throughout learning pathways. Embedded questions and tasks prompt students to assess the effectiveness and accuracy of their mathematical methods within lessons.

The materials provide opportunities for students to engage with various mathematical representations, models, and strategies throughout lessons. For example, in the lesson "Identify Equivalent Ratios," students analyze and justify whether different ratios in a table are equivalent using simplification and relational reasoning.

The materials engage students in analyzing mathematical representations by comparing strategies in context. For example, in the lesson "Convert Ratios to Unit Rates," students examine different ways to represent the same relationship and evaluate how each form supports interpretation of a unit rate.

The materials include tasks where students use multiple representations to solve problems, such as creating tape diagrams and writing equations in the lesson "Determine the Amount in Each Group Using Models." Students practice applying these procedures accurately and flexibly.

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

The materials include opportunities for students to solve problems using multiple strategies. For example, in the lesson "Simplify Distributive Property with Models," the "Teacher Resources" pose the question, "How might you use algebra tiles to determine whether two equations are equivalent to one another?" However, the materials do not guide students in selecting the most efficient method or comparing the effectiveness of algebra tiles, the distributive property, or area models.

The instructional pathway supports progression from concrete to abstract models and offers multiple representations for solving problems. However, the materials do not include educator guidance to help students recognize or select more efficient strategies. For instance, lessons involving equations or proportional reasoning present multiple models but do not provide teacher prompts to highlight comparative efficiency.

Students have opportunities to apply various methods to solve math problems, including visual models and symbolic procedures. However, the materials do not include prompts or supports to help students evaluate or choose the most efficient strategy. The materials do not include instructional guidance within the lessons that explains why one approach might be more efficient than another.

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.

In the lesson "Understanding Ratios," students explore ratio relationships using interactive graphics (e.g., parts of a recipe or mixing paint) before being introduced to the formal definition or procedures for solving ratio problems. This builds conceptual understanding by emphasizing the meaning of a ratio and how it is used to compare quantities.

In "Dividing Decimals," Nearpod explicitly walks students through the standard algorithm with visual aids and procedural notes, reinforcing the steps of aligning decimals and placing the decimal point correctly in the quotient—directly supporting procedural fluency from TEKS 6.3E.

The materials include formative assessments embedded throughout each lesson that check for both conceptual understanding and procedural mastery. Students encounter problems of increasing complexity, ensuring that they not only understand mathematical concepts but can also perform calculations and algorithms with precision—meeting the dual expectations of the TEKS.

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 provide students with opportunities to use concrete models, pictorial representations, and abstract models to develop mathematical understanding. For example, in the lesson "Create & Write Ratios Involving Models," students begin with square tiles (concrete); transition to pictorial representations, such as animals or real-world objects; and then express ratios using abstract forms including the word *to*, a colon, and fractions.

The materials provide students with opportunities to apply concrete, pictorial, and abstract models, as required by the TEKS. In the lesson "Model & Write Ratios Involving Images & Diagrams," students use colored tiles (concrete) and images of animals (pictorial) to model ratios, then write the ratios in abstract forms. Similarly, in "Generate Equivalent Expressions Using Models," students move from area models to written algebraic expressions.

Nearpod tasks support the use of concrete, pictorial, and abstract models by integrating virtual manipulatives and modeling tools throughout instruction. In grade 6, students use fraction tiles and tape

diagrams in the lesson "Division of Fractions & Determine the Amount of Groups Using Models." "Draw It" activities prompt students to create pictorial representations. Students then apply abstract reasoning by writing numerical or symbolic representations based on their models.

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.

In the lesson "Create Ratio Models," students use virtual square tiles (concrete models) and images, such as cups and marshmallows, to model ratios. Students then write symbolic expressions using words, colons, or fractions to represent these models, linking concrete representations to abstract forms.

In "Model & Write Ratios Involving Images & Diagrams," students analyze pictorial representations, like groups of animals, and write equivalent ratios symbolically, supporting the connection between representational and symbolic models.

Students interact with digital manipulatives, such as fraction bars and number lines, to build models for fractions and ratios, then translate these to numeric or algorithmic expressions in lessons on fractions.

In geometry lessons like "Create & Use Polygons on Coordinate Planes," students plot points to create polygons (representational) and calculate perimeter (abstract numeric concept), demonstrating model creation linked to abstract reasoning.

The materials include teacher notes and guided questions that help students articulate their thinking when using virtual manipulatives, like square tiles or fraction bars, in ratio lessons. These supports encourage students to connect what they see in the model with the corresponding symbolic expressions.

In lessons with pictorial representations, such as animals or objects representing ratios, the materials provide explanatory text and examples that clarify how the models relate to numeric ratios, aiding student understanding.

5.4 Development of Academic Mathematical Language

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.4a	All criteria for guidance met.	1/1
5.4b	The materials do not contain embedded educator guidance to scaffold, support, and extend students' use of academic mathematical vocabulary in context when communicating with peers and educators.	0/2
5.4c	All criteria for guidance met.	1/1
5.4d	The materials do not contain embedded guidance to facilitate mathematical conversations, allowing students to refine and use math language with peers.	1/2
5.4e	The materials do not contain embedded guidance to anticipate a variety of student answers, including exemplar responses to questions and tasks, or support or redirect inaccurate student responses.	0/2
—	**TOTAL**	3/8

5.4a – Materials provide opportunities for students to develop academic mathematical language using visuals, manipulatives, or other language development strategies.

The materials support the development of academic mathematical language by prompting students to use manipulatives and sentence frames. In the activity "Create Ratios Models," students use color tiles to build visual representations of ratios and complete frames—such as "There are ___ tiles for every ___"—promoting vocabulary use in context.

The materials provide opportunities for students to build mathematical language using visuals and interactive tasks. For example, in the lesson "Identify Quadrants & Graph Points on a Graph," students analyze ordered pairs on a coordinate plane and use sentence frames—like "Quadrant I contains ___ x-values and ___ y-values"—to describe positional relationships using precise vocabulary.

The materials include strategies that integrate academic language with visual representations and manipulatives. In the lesson "Match Percent Word Problems to Tape Diagrams," students connect word problems to corresponding tape diagrams, reinforcing understanding of mathematical terms through hands-on matching tasks and visual models.

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 a list of key academic terms, such as *equivalent ratios*, *rate*, and *ratio table*, in the "Teacher Resources" for "Identify Equivalent Ratios." The "Skill Summary" also encourages real-world connections to introduce vocabulary. However, the materials do not provide embedded educator guidance to scaffold, support, or extend students' use of these terms in mathematical conversations.

In the lesson "Describe Data In Box Plots," the materials prompt students to use academic mathematical vocabulary in peer and educator discussions, such as asking, "What do you notice about the data and the box plot? What do you wonder?" However, the materials do not include embedded educator guidance on how to scaffold or extend students' academic language use during these interactions.

The materials include opportunities for students to use academic mathematical vocabulary in context. For example, in "Model & Write Ratios Involving Images & Diagrams," students are asked to compare the number of dogs and cats in a shelter using ratio language. While student prompts are present, the materials do not include educator guidance to scaffold or extend students' use of academic vocabulary during instruction or discourse.

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

In the lesson "Find Area of Triangles with Whole Numbers," the materials prompt students to explain mathematical reasoning using precise vocabulary. For example, students respond to the following question: "Based on what we have learned so far, why do we multiply the product of the base and height by 1/2?"

The materials provide opportunities for students to engage in oral and written discourse using academic mathematical language. In "Find Area of Parallelograms," students are prompted with questions, such as the following: "How can we determine where the base is on each parallelogram? How can we determine where the height is on each parallelogram?" Prompts marked with "Collaborate" and "Write" icons indicate moments for student discourse.

In "Identify Independent & Dependent Variables," the materials include interactive tasks and discourse prompts to reinforce academic language, such as written responses explaining relationships between variables. Students drag and drop vocabulary terms into definitions and explanations, supporting language development.

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

In the lesson "Use Formulas to Find Volume of Rectangular Prisms," the materials include questions that allow students to hear math language with peers. For example, a "Collaborate" slide includes the following prompts: "What are some other real-world objects that have volume? Name at least one object that you know of that has volume." The slide includes space for students to respond using typed, video, or audio input. The materials do not include embedded guidance for students to refine their use of mathematical language or build on one another's reasoning during peer discussions.

In the lesson "Identify Independent & Dependent Variables," the materials support written discourse by prompting students to match vocabulary terms to definitions using drag-and-drop interactions. These

tasks allow students to use math language in writing. The materials do not include embedded guidance to support students in refining mathematical language or critiquing peer reasoning during collaborative conversations.

In "Find Area of Parallelograms," the materials provide multiple opportunities for students to hear and use math language through prompts, such as the following: "How do you find the area of a rectangle or square without a grid?" and "How can we determine where the base is on each parallelogram?" These prompts appear on slides marked with a "Collaborate" icon, indicating opportunities for oral discourse. The materials do not include embedded guidance to help students refine their use of math language or build on one another's ideas during peer discussions.

5.4e – Materials include embedded guidance to anticipate a variety of student answers including exemplar responses to questions and tasks, including guidance to support and/or redirect inaccurate student responses.

The materials include prompts that allow students to hear math language with peers, such as in the lesson "Determine If Values Make 2-Step Inequalities True," where a "Collaborate" slide asks students to review inequality symbols. However, the materials do not include embedded guidance to anticipate a variety of student answers, including exemplar responses, nor do they offer strategies to support or redirect inaccurate student responses.

In the lesson "Solve Percent Problems," the materials provide opportunities for student discourse through the following questions: "What steps would we use to solve the proportion?" and "What does the value of 80 tell us about the proportion?" While these questions encourage communication, the materials lack embedded guidance to anticipate diverse student responses or support and redirect inaccurate answers.

The materials offer opportunities for oral and written student discourse in lessons such as "Identify & Create Representative Samples of Populations," where students respond and discuss representative samples using "Collaborate" slides. However, the materials do not include embedded guidance that anticipates various student answers, including exemplar responses.

5.5 Process Standards Connection

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.5a	All criteria for guidance met.	1/1
5.5b	The materials do not contain a description of how process standards are incorporated and connected throughout the learning pathways.	0/2
5.5c	The materials do not contain an overview of the TEKS process standards incorporated into each lesson.	0/1
—	**TOTAL**	1/4

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

In the lesson "Solve Addition & Subtraction Equations with Models," the "Teacher Resources" provide guiding questions that prompt students to demonstrate their understanding of inverse operations, explain how equations represent real-world situations, describe their problem-solving process, and clarify what the variable represents. The "Mathematical Practice Application" pages explain how lesson activities support the TEKS process standards. One activity emphasizes looking for and making use of structure and recognizing patterns to solve problems more efficiently, while another activity focuses on modeling real-world situations and applying those models to find solutions. These components illustrate how the materials integrate the TEKS process standards to develop mathematical reasoning and real-world application.

The materials integrate the TEKS process standards by providing opportunities for students to apply mathematics to problems arising in everyday life, society, and the workplace. In the "Real World Connection" section of the lesson "Divide by 2- and 3-Digit Divisors Using Standard Algorithm," students determine the number of gummy bears in snack bags. Lessons also include opportunities to communicate mathematical ideas using multiple representations. For example, in "Determine the Amount in Each Group Using Models," students partition a tape diagram to find how much fabric is needed for one blanket and two scarves.

The materials integrate the TEKS process standards through the use of multiple representations and modeling. In the lesson "Model & Write Ratios Involving Images & Diagrams," students use color tiles to create ratio models and represent them using symbols, such as *to*, a colon, and a fraction. In "Create & Use Polygons on Coordinate Planes," students use draggable points to construct polygons, find missing vertices, and connect visual models to abstract reasoning by writing equations to determine perimeter.

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

The materials embed process standards across lessons and activities; however, they do not include an accompanying description of how these standards are intentionally integrated throughout the learning

pathways. For example, while the content TEKS are clearly aligned to each activity, the materials do not highlight how or where the process standards are applied or connected from one lesson to the next.

Although the materials incorporate the TEKS process standards across multiple lessons, they do not identify or describe the placement or purpose of these standards within the broader instructional sequence. Educators may observe the use of process standards in classroom tasks, but the materials offer no explicit explanation or mapping of how they are woven into the overall learning progression.

The materials include instructional content aligned to the TEKS and offer opportunities for students to engage in process standards; however, they do not provide an overview or guidance that explains how those process standards are connected across the learning pathways.

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

The materials list the content TEKS associated with each lesson but do not provide an overview of the TEKS process standards incorporated within each lesson. While educators can see which content standards are being addressed, there is no guidance on the specific process standards students are expected to engage with during instruction.

Although the instructional materials demonstrate integration of process standards in student tasks, they do not include a clear overview or identification of which TEKS process standards are embedded in each lesson.

The materials do not explicitly outline the TEKS process standards on a per-lesson basis. There is no visual or written summary accompanying each lesson that identifies which process standards are addressed, limiting transparency and instructional planning related to process-focused learning outcomes.

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.

In the lesson "Simplify Expressions by Combining Like Terms," the materials provide embedded hints—such as "I like to choose a different color for each group of like terms to help organize them"—supporting students in organizing their thinking and persevering through the problem-solving process. Hints and scaffolds are provided at key points so that students can continue working through challenges without giving up.

Across lessons, students engage with open-ended questions, multistep tasks, and visual models that promote mathematical reasoning, justify thinking, and build understanding of key mathematical ideas. These structures encourage persistence by breaking down problems into manageable steps and prompting students to try multiple approaches.

In the lesson "Find Area of Composite Figures to Solve Problems," students explain their strategy for calculating the area of composite shapes, supporting their ability to make sense of mathematical situations. The lesson design scaffolds complexity so that students persevere through increasingly challenging problem-solving tasks.

In the lesson "Write Equations from Graphs & Tables of 2-Variable Relationships," students develop mathematical thinking by identifying patterns and relationships using prompts, such as the following: "What do you notice about the table? What do you wonder?" and "Does the number of weeks depend on the amount of money in Jordan's account, or vice versa?" These prompts support perseverance by encouraging students to reflect on, test, and refine their ideas instead of stopping at the first attempt.

The lesson "Convert Ratios to Unit Rates" supports perseverance through scaffolded progression—from identifying ratios to modeling real-world unit rates—encouraging students to apply different strategies, revisit misconceptions, and make sense of mathematical relationships.

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

In the lesson "Solve Ratio Problems Involving Speed & Prices," students explore multiple solution strategies, such as double number lines, ratio tables, equivalent ratios, proportions, and unit rates. A "Check for Understanding" prompt asks students to solve real-world problems using a method that makes the most sense to them, supporting their ability to understand, explain, and justify that there are multiple ways to solve problems. The task also encourages students to determine the best or most efficient method for comparing rates and prices.

In the lesson "Simplify Distributive Property with Models," activity "Factor Binomial & Trinomial Expressions," the "Teacher Resources" guide teachers to prompt students to explain how they determined the greatest common factor and used it to rewrite expressions. Students justify their reasoning by connecting the factored form back to the original expression through multiplication. Students also critique their peers' strategies by identifying errors, reinforcing the understanding that different methods can lead to valid solutions.

The "Model & Write Ratios Involving Images & Diagrams" lesson includes interactive tools, such as "Draw It," quizzes, and open-ended questions, that support students in explaining and justifying their chosen strategies. These tasks promote flexible thinking and help students understand that there can be multiple ways to represent and solve ratio problems. The materials consistently provide opportunities for students to share, explain, and reflect on different approaches that make sense to them.

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 make sense of mathematics through multiple opportunities to do, write about, and discuss math with peers and educators. In the lesson "Solve Ratio Problems Involving Speed & Prices," the materials prompt students to share strategies through whole-class discussion and teacher-led questioning. Students respond to prompts, such as the following: "How can we determine the minutes for each number of miles?" and "What can we multiply 4 by to equal 9?" These structured discussions support students in verbalizing their mathematical thinking and reasoning.

The materials require students to make sense of mathematics through interactive tasks that integrate doing, writing about, and discussing math. In "Identify Independent & Dependent Variables," students drag and drop terms into definitions and examples, then respond in writing to explain their understanding. In "Find Area of Parallelograms," students solve problems collaboratively, respond to prompts (e.g., "How do you find the area of a rectangle or square on a grid?"), and describe geometric attributes through fill-in-the-blank tasks. These tasks foster shared exploration, precise vocabulary use, and meaningful dialogue.

The materials require students to make sense of mathematics through engaging tools that prompt them to do, write about, and discuss math with peers and educators. In the lesson "Evaluate Numerical Expressions," students match expressions with simplified forms, explain their reasoning in writing, and discuss strategies with peers using "Collaboration Boards." The interactive game "Time to Climb" provides additional opportunities for students to practice and apply their skills. Lessons include features, such as "Draw It," "Fill in the Blanks," and interactive videos, that embed discourse and reflection into every stage of learning.

6.2 Facilitating Productive Struggle

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.2a	The materials do not support educators in guiding students to reflect on their problem-solving approaches, including explanations, arguments, justifications, and multiple points of entry.	4/8
6.2b	The materials do not contain prompts and guidance to support educators in providing explanatory feedback based on student responses and anticipated misconceptions.	0/4
—	**TOTAL**	4/12

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, including explanations, arguments, justifications, and multiple points of entry. In the lesson "Simplify Distributive Property with Models," activity "Factor Binomial & Trinomial Expressions," the "Teacher Resources" prompt educators to have students explain how they determined the greatest common factor and used it to rewrite the expression in factored form. Teachers are encouraged to facilitate peer critique, which supports justification and argument development. However, the materials do not guide educators to prompt students to reflect on their own problem-solving approaches.

In the lesson "Model & Write Ratios Involving Images & Diagrams," students explain and justify their reasoning by answering the following questions: "What are some different ways the number of dogs and cats in the shelter could be compared as a ratio?" and "Who do you think is correct? Why do you think order matters?" These prompts guide students to defend their thinking using visual models and verbal arguments. However, the materials do not guide educators in prompting students to reflect on the effectiveness of, or reasoning behind, their approaches.

In the lesson "Determine Integer Values that Make 1-Step Equations True," students evaluate the correctness of a peer's solution and respond to the following questions: "Is Rodrigo correct? Why or why not?" Then, they write their own equations using given operations. These tasks require students to justify their thinking and show their work.

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

In the lesson "Create & Write Ratios Involving Models," the "Teacher Resources" identify a common misconception—students may reverse the order of a ratio—but do not provide specific prompts or strategies to help educators address or clarify this misunderstanding through feedback.

The materials provide correct and incorrect student responses in assessment sections but lack prompts and guidance for educators to deliver explanatory feedback. In the "Pre-Assessment Analysis" and "Post-Assessment Analysis" for the lesson "Create & Write Ratios Involving Models," incorrect answers are explained. However, no instructional moves or feedback strategies are suggested to help teachers respond to those misconceptions during instruction.

The materials include examples of student misconceptions and correct answers but do not provide explanatory feedback guidance for educators. In the "Teacher Resources," the "Answers" section outlines correct responses for lesson slides. However, there is no support for how teachers can respond when students present inaccurate reasoning or confusion, limiting opportunities to correct or deepen student understanding through targeted feedback.