Renaissance Learning, Inc.

Supplemental English Mathematics, 7
Nearpod Instructional Suite, 7

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)
71.74%	138	18	Flags Addressed	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)	3	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 7 "Implementation Guide" includes an outline of key topics with corresponding "Resource Pages." For example, the topic "Use Coordinate Planes" is linked to specific resources that align with the grade 7 "Topic Overview."

The grade 7 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), the English Language Proficiency Standards (ELPS), or learning progressions. Grade 7 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 grade 7 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 or 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 grade 7 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 grade 7 lesson includes background information detailing lesson objectives and essential questions to guide instruction. For example, the lesson "Solving for Unknown Angles" identifies two learning objectives and key vocabulary, with the essential question, "How can writing equations help you discover an unknown angle?"

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 grade 7 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, such as "Assess Prior Knowledge," "Check for Understanding," and "Evaluate Student Learning." However, these assessments are not TEKS-aligned, 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 Resource" 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 Nearpod 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 in the grade 7 materials includes a pre-assessment and 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 a "Full Lesson Answer Key" 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 7 lesson "Identify Proportional Relationships Given Tables, Graphs, or Equations," students are asked to identify proportional relationships from a graph, a table, and an equation.

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 7 TEKS that measure a range of cognitive demand. For example, in "Add Integers Using Models," students perform basic calculations with integers in isolation (basic recall), apply integer operations in real-world contexts (conceptual understanding), and evaluate sample student responses (strategic thinking). Other lessons, such as "Use Rates to Solve Problems," 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 "Introduction to Scale Copies," students complete tasks using drag-and-drop, matching, sorting, and writing tools, as well as multiple-choice questions, to explain their reasoning and identify whether images are scale copies. 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, in "Identify Proportional Relationships," students engage in tasks such as matching graphs, tables, and equations that represent proportional relationships using fill-in-the-blank and drag-and-drop items and

multiple-choice questions. 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 provide 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 provide guidance to support educators in how to respond 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. 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.

The "Post-Session Report" supports immediate instructional decisions and reflection by highlighting participation, accuracy, and trends in responses. Teachers can use the "Post-Session Report" for guidance in interpreting student performance.

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 "Use Scales & Scale Drawings," 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 "Featured 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 "Use Scales & Scale Drawings" 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 the 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 guidance to support educators in providing timely feedback during lesson delivery.	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.

In the "Teacher Resources" for the lesson "Write & Solve 1-Step Equations," the "Skills Summary" provides guidance on using manipulatives or models to begin instruction, then progressing to solving without models once students are successful. However, the materials do not include guidance for supporting students who cannot create a model from an equation or who are not successful when solving with models.

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, which can be found through the intentional use of color coding that connects to proportional relationships and visual models. In the lesson "Use Rates to Solve Problems," the color orange is used to highlight the unit rate in a table, while green is used to emphasize its connection in written and verbal representations. 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 levels of difficulty, 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. These resources do not include guidance to help teachers identify students who are ready for enrichment or those who need additional support. The materials offer more difficult problems but lack specific instructions for using them with advanced learners.

The materials include activities, like "Open-Ended Questions" and "Collaborate 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 how to tailor tasks to support multiple methods or approaches for student expression.

The materials include a wide range of problem-solving options, including matching, drawing models, and writing explanations. The materials do not include explicit guidance for educators on how to offer students choices in demonstrating 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 prompts or 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 activate prior knowledge and anchor big ideas. In the lesson "Model & Write Equations Involving Diagrams," the "Think About It" slide connects models to real-world problems using hanger diagrams and algebra tiles, helping students visualize two-step equations. The lesson begins with a "Show What You Know" section to activate prior strategies for solving one-step equations.

The materials guide educators in highlighting and connecting key patterns, features, and relationships through multiple means of representation. For example, in the grade 7 lesson "Identify Independent & Dependent Variables in Two-Variable Relationships," instruction progresses from real-world verbal contexts to tables, graphs, and equations. This sequence helps students recognize and connect relationships across different formats.

The materials consistently include guiding questions that help anchor big ideas and reinforce patterns. In "Use Rates to Solve Problems," teacher prompts—such as "How do unit rates help us compare quantities in real-world contexts?"—support conceptual understanding. Visual models, interactive drawings, and drag-and-drop activities also encourage students to use precision and identify consistent patterns in calculating and labeling rates.

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

In grade 7, the materials provide educator guidance for effective lesson delivery and facilitation using various instructional approaches. The "Skills Summary" in the lesson "Use Rates to Solve Problems" recommends that teachers begin with a review of how to calculate simple unit rates using whole numbers and decimals, then extend instruction to more complex problems involving fractions. The materials include prompts for student discourse, such as "How do unit rates help us compare quantities in real-world contexts?" and "What strategies can we use to simplify complex ratios of fractions and find an accurate unit rate?"

The lessons include pacing suggestions for each instructional segment, such as five minutes for a pre-assessment, five minutes for a real-world connection, 30 minutes for explicit instruction, and five minutes for a post-assessment. The slides use icons to help teachers shift between instructional approaches. For example, the "Collaborate" icon signals opportunities for discussion, the "Write" icon indicates written response tasks, and the "Practice" icon guides students from whole-group instruction to independent learning.

In the lesson "Identify Proportional Relationships Given Tables, Graphs, or Equations," the materials prompt teachers to define proportional and linear nonproportional relationships before having students analyze equations and data representations. The "Skills Summary" provides a suggested progression that builds conceptual understanding, and the materials include prompts, such as the following, to support meaningful discourse: "What is the difference between a proportional relationship and a linear non-proportional relationship?" and "How does the presence of a y-intercept change the type of relationship?"

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 different practice models. For example, in the lesson "Solve Word Problems with Rational Numbers," students receive targeted support with teacher-led slides and also complete self-paced tasks independently. This approach allows students to work at their own pace or receive direct instruction.

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 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 "Featured 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 the "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 built-in glossaries 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" lists EB support as a learning scenario 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, drawing, 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 7 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 practice opportunities throughout learning pathways that require students to demonstrate depth of understanding aligned to the grade 7 TEKS. In "Calculate the Area of a Circle," students annotate diagrams to complete area equations using given radii and diameters. The materials prompt students to apply learning through multistep equations and reasoning with visual and verbal descriptions of circles. Instructional assessments reinforce conceptual understanding by asking students to solve problems using both π and 3.14 and to demonstrate learning through multiple representations.

The materials embed practice opportunities and instructional assessments that require students to demonstrate depth of understanding across lessons. In "Use Rates to Solve Problems," students complete tasks using multiple-choice, fill-in-the-blank, and drag-and-drop question types. These questions vary in complexity and support conceptual development of unit rates and proportional reasoning. Students engage with both numerical and contextual rate problems, reinforcing procedural fluency and reasoning skills aligned to the grade-level TEKS.

Instructional assessments and embedded practice tasks require students to demonstrate understanding aligned to the grade 7 TEKS. In "Finding Constants of Proportionality From Graphs," students match tables, equations, and graphs to represent proportional relationships. In "Solve Percent Increase Problems," students apply knowledge using multiple-choice, matching, and drag-and-drop questions that require interpreting percent changes in real-world contexts. These assessments measure conceptual understanding and support depth of learning across multiple formats.

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 "Solve 2-Step Inequalities Algebraically," students first solve one-step inequalities and then progress to two-step inequalities with rational coefficients. The lesson concludes with enrichment tasks that include rational number coefficients and constants on both sides of the inequality, requiring more complex calculations. This leads to grade-level proficiency—but not above-grade-level proficiency.

The materials include questions and tasks that increase in rigor and complexity within the grade-level content. In "Add Integers Using Models," students begin by using counters and number lines to add integers. Then, they move on to solving problems without visual models, including the addition of positive and negative fractions. These tasks support progression toward grade-level proficiency.

Questions and tasks in the materials build in rigor and complexity, leading to grade-level proficiency in the TEKS. For example, in "Identify Angle Relationships & Find Missing Angle Measurements," students begin by identifying angle pairs and determining unknown angle measures. Then, they enrich their thinking by progressing to writing and solving equations for missing angles, which supports grade-level proficiency.

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 demonstrate horizontal coherence by connecting concepts across lessons. For example, in the lesson "Identify & Calculate Volume & Surface Area," students apply their understanding of volume formulas and prism dimensions to calculate surface area, reinforcing how shared attributes of three-dimensional figures relate to multiple concepts.

The materials organize instruction into "Topic Bundles" that build conceptual understanding through connected lessons. In grade 7, the "Equations" topic begins with writing and solving one-step equations, then progresses to two-step equations, allowing students to deepen their understanding through a logical progression of related skills.

The "Teacher Resources" support coherence by including a "Connection to Prior Learning" and a "Connection to Future Learning" section for each lesson. For example, in the lesson "Write and Solve One-Step Equations," the materials reference students' earlier work with one-step equations and outline how students will later apply this understanding to solve multistep and linear equations.

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 include teacher-facing notes that outline prior and future learning; however, these are not embedded in student-facing instruction. For example, in the lesson "Write & Solve 2-Step Equations Algebraically," students make connections between concepts and procedures of solving one-step equations and concepts and procedures of solving two-step equations.

The materials do not have students use knowledge of concepts and procedures to connect concepts to be learned in future grades. The materials introduce the grade-level concept of finding the area of composite figures, but they do not provide guidance explaining how this concept connects to future learning, such as understanding surface area.

The materials connect to students' prior learning through teacher-facing notes in each lesson. The "Teacher Resources" include "Connection to Prior Learning" and "Connection to Future Learning" sections 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 include a "Show What You Know" section at the beginning of each lesson, where students complete four multiple-choice questions that assess prior knowledge related to the current lesson topic. However, these questions are limited to a single moment of review and do not offer ongoing or spaced retrieval opportunities across units or lessons to support long-term retention of previously learned content.

The lesson "Write Percent Increase & Decrease Equations" includes initial practice with models and fractions to build toward percent equation skills. While this provides some opportunity to retrieve previously learned concepts, the lesson does not include spaced practice of prior skills across multiple lessons or units to reinforce long-term mastery.

The materials primarily focus on current learning and do not consistently incorporate reviews of previously taught content. For example, in the lesson "Solve Volume & Surface Area Problems," the "Assess Prior Knowledge," "Check for Understanding," and "Evaluate Student Learning" sections all focus exclusively on the current-grade-level concepts of volume and surface area, without integrating earlier skills that support these concepts.

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 finding unit rates, they also work on developing fluency around operations of rational numbers.

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 developing a conceptual understanding of proportional relationships, students apply this understanding to interpret graphs representing real-world scenarios, such as recipes, shopping comparisons, or rates of travel. In the lesson "Interpret Points on Proportional Graphs," students analyze graphs to determine what the axes represent, what each point means in context, and whether the relationship shown is truly proportional. Guiding questions—such as "What does the coordinate (4, 10) represent in this situation?" and "How does the constant of proportionality help you understand the relationship between the variables?"—prompt students to evaluate the meaning of the data and apply their mathematical reasoning to new, meaningful contexts.

In "Use Rates to Solve Problems," students apply proportional reasoning to solve real-world tasks, such as comparing prices while shopping. These tasks require students to evaluate different scenarios and make decisions based on calculated unit rates.

In "Identify Proportional Relationships Given Tables, Graphs, or Equations," students interpret real-world scenarios, such as comparing sugar quantities in recipes, by analyzing graphs and determining whether relationships are proportional. Tasks prompt students to analyze data representations and evaluate mathematical relationships within context.

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, after developing conceptual understanding of solving equations, students use a variety of hands-on and visual models to represent and solve problems. In one activity, students model two-step equations with algebra tiles to visualize the structure of the equation and identify steps to isolate the variable. In another task, students interpret real-world representations, such as balance scales with kettlebells or tape diagrams depicting train distances, to create mathematical

equations and solve for unknown values. These representations support students in making sense of abstract concepts by connecting them to concrete, meaningful contexts.

The materials include questions and tasks that prompt students to create concrete models and visual representations of mathematical situations. For example, in geometry-focused lessons, "Draw It" tasks support students in sketching and labeling diagrams to apply area formulas and solve problems. These representations help students organize their thinking and connect abstract concepts to visual models.

In "Identify Angle Relationships & Find Missing Angle Measurements," students complete "Draw It" tasks to sketch and label vertical, complementary, and supplementary angles. These drawings support students in visually identifying relationships and solving for unknown angle measures.

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. For example, students transfer their understanding of rational number operations to solve real-world problems, such as adjusting a recipe to determine whether to double, halve, or scale by another rational value. These tasks support the transfer of mathematical concepts to unfamiliar contexts, deepening student understanding through application.

In the lesson "Create & Solve 2-Step Equations with Diagrams," students develop a conceptual understanding of two-step equations by using multiple visual models, including hanger diagrams, strip diagrams, and algebra tiles. After building this foundation, students apply their conceptual understanding to solve equations algebraically in subsequent lessons. Eventually, they transfer this understanding to new problem situations, such as solving for unknown angle measures using equations that model angle relationships.

In "Find Constants of Proportionality," students determine the constant of proportionality from various representations. The lesson then extends to new real-world situations, such as comparing cannoli weight and cost, or using graphs and tables to analyze proportional relationships in different contexts.

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 grade 7 materials require students to perform mathematical procedures with accuracy and flexibility. For example, during percent problem lessons, students are given multiple approaches, such as tape diagrams and equations, to solve problems involving tax, interest, and discounts. While these lessons support conceptual understanding and procedural skills, they do not include repeated practice intentionally designed to promote 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 provide multiple opportunities for students to apply flexible and accurate mathematical procedures during instruction. In the grade 7 lesson "Find Constants of Proportionality from Graphs," the "Think About It" task prompts students to consider different strategies to determine a cost from a graph. Later, the "Return to Think About It" revisits the problem using formal vocabulary and explicit connection to coordinate points, reinforcing accuracy. This structure supports both strategy choice and precision within the learning pathway.

The materials embed consistent opportunities for students to apply procedures with flexibility and efficiency. In the grade 7 lesson "Model & Write Equations Involving Diagrams," students choose from multiple visual models, such as tape diagrams, balanced hangers, or algebra tiles, to solve equations. In the "Time to Climb" activity, students apply one of these strategies to complete problems independently, reinforcing their ability to select and use the most efficient method.

The materials offer varied tasks that promote the practice of efficient, flexible, and accurate mathematical procedures. In grade 7 lessons, such as "Evaluate Expressions," "Interpret Equivalent Linear Expressions in Word Problems," and "Write & Solve One-Step Equations," students engage with "Draw It" tasks, "Quick Checks," and "Open-Ended Questions." These tools prompt students to select strategies, explain their reasoning, and apply skills in new contexts, reinforcing procedural fluency throughout the learning pathway.

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 prompt students to use different strategies and representations. In the lesson "Identify Sample Spaces of Compound Events," students may choose to create horizontal or vertical tree diagrams.

Students practice multiple approaches to solving problems. For example, in the lesson "Calculate and Use Measures of Center and Spread," students can either fill in data tables or write equations to compute statistical measures.

In the grade 7 lesson "Evaluate Expressions," students compare strategies for simplifying expressions and conduct reasonableness checks. Similarly, in "Simplify Expressions," students examine equivalent expressions.

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

The materials scaffold instruction from concrete models to abstract representations, allowing students to engage with multiple strategies. In the lesson "Model & Write Equations Involving Diagrams," the "Teacher Resources" ask, "How can you solve a two-step equation using manipulatives or models?" While this supports exploration of different methods, the materials do not offer guidance to help students compare strategies or choose the most efficient strategy for solving equations.

Lessons provide opportunities for students to use manipulatives, visuals, and equations to solve problems. However, the materials do not include teacher-facing supports that explain when or why a particular method may be more efficient. The materials provide students with opportunities to engage with multiple approaches but lack guidance in identifying or selecting the most efficient strategy.

The materials present multiple representations to solve mathematical problems, such as tape diagrams, equations, and models. However, the materials do not guide students or educators in evaluating which approach offers the most efficient path to a solution. Instructional guidance stops short of helping students develop strategic decision-making around method selection.

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 "Solving Percent Problems," students use tables and double number lines to conceptually understand the relationship between part, whole, and percent. These representations support TEKS 7.4D conceptually by helping students build the reasoning behind percent equations before applying a procedure.

In "Solving One-Step Equations," Nearpod provides step-by-step procedural explanations and then checks understanding with "Fill in the Blanks" and "Drag & Drop" questions. These reinforce the procedure of isolating the variable and using inverse operations.

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, as required by the TEKS. In the lesson "Identify Sample Spaces of Compound Events," students use tree diagrams, tables, and physical tools—such as spinners, dice, and coins (concrete); images of clothing and shapes (pictorial); and numerical lists and totals (abstract)—to represent outcomes and build understanding of compound probability.

The materials provide tasks that support the TEKS-required use of concrete, pictorial, and abstract models to build conceptual understanding. In the lesson "Model & Write Equations Involving Diagrams," students begin by using hanger diagrams, strip diagrams, and algebra tiles to visualize two-step equations. They then transition to abstract representations by writing and solving equations based on these models.

Nearpod questions and tasks offer students opportunities to use concrete, pictorial, and abstract models, aligning with the expectations of the TEKS. For example, in the lesson "Create & Solve 2-Step Equations

with Diagrams," students manipulate algebra tiles, interpret tape and hanger diagrams (concrete and pictorial), and then write equations in symbolic form (abstract). Students also draw their own models to represent equations, reinforcing the progression from visual to abstract reasoning.

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 lessons on proportional relationships, students use visual fraction models and bar diagrams (concrete) to solve problems and then write equations representing those relationships, bridging concrete to symbolic understanding.

Students analyze graphs and tables in lessons about linear functions, connecting these visual representations to algebraic equations, which supports representational to abstract connections.

Interactive activities allow students to build area models to represent multiplication and division of rational numbers or model expressions visually, helping students understand abstract symbolic operations through concrete representations.

Students create graphs on coordinate planes or construct geometric figures digitally and then write corresponding equations or formulas, showing representational to abstract model creation.

During activities with area models or algebra tiles, Nearpod includes teacher-facing guidance and embedded hints that explain how the models represent algebraic concepts, supporting students in forming verbal or written explanations.

When analyzing graphs or tables, students can use background information and scaffolded commentary provided in the materials to help them understand how visual data corresponds to algebraic equations or functions.

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 academic mathematical language development by integrating manipulatives, visuals, and sentence frames. In the activity "Solve 2-Step Equations for Discount Word Problems," students interact with an image of a sales receipt, complete structured sentence stems, and use drag-and-drop tools to identify key values, promoting language use tied to mathematical reasoning.

The materials promote academic vocabulary acquisition through visual analysis and guided discourse. In the lesson "Find Constants of Proportionality from Graphs," students examine graphical representations and respond to structured prompts—using terms such as *x-value*, *y-value*, and *constant of proportionality*—reinforcing vocabulary in a meaningful context.

The materials provide consistent opportunities to develop mathematical language using key terms in bold font, visual tools, and interactive tasks. For example, lessons incorporate vocabulary definitions at the beginning and use drag-and-drop activities, counters, and matching exercises to connect academic terms to visual and numerical 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 "Teacher Resources" for "Introduction To Circles" include a list of vocabulary terms, such as *area*, *circumference*, *diameter*, and *radius*, and provide general statements about how to introduce the terms using visual models. However, the materials do not include embedded educator guidance to scaffold, support, or extend students' use of the vocabulary when communicating in mathematical contexts.

In "Solve Unit Rate Word Problems," the materials prompt students to discuss real-world problems using academic vocabulary. For example, students respond to questions, such as the following: "What strategies can you use to find the cost of one ounce of each spice?" While this provides a context for student discourse, the materials do not include educator guidance on how to support or extend students' academic language related to unit rates in these discussions.

In "Represent Proportional Relationships With Equations," the materials provide opportunities for students to use academic mathematical vocabulary. For example, students respond to questions, such as the following: "How can we calculate the constant of proportionality from a graph?" Although student-facing prompts are present, the materials do not include educator guidance to scaffold or extend students' use of precise mathematical vocabulary during instruction or peer interaction.

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

In "Find Constants of Proportionality from Graphs," the materials prompt students to explain their thinking using precise mathematical vocabulary. For example, students respond to questions, such as the following: "What does the x-value represent? What does the y-value represent? What does the constant of proportionality represent?"

The materials provide students with structured opportunities for oral and written discourse using academic mathematical language. In "Solve Percent Problems," prompts—such as "What steps would we use to solve the proportion?" and "What does the value of 80 tell us about the proportion?"—are paired with "Collaborate" icons to signal moments for student discussion. Written discourse is supported through prompts, such as the following: "What numbers should be substituted for each part of the proportion? Where should our variable go? How do you know?"

In "Identify & Create Representative Samples of Populations," the materials prompt students to share their reasoning both orally and in writing. For example, students respond to the following prompts: "How can Rodrigo find the answer to his question without having to survey everyone that comes into the supermarket?" and "Choose the sample that is the best representative sample of the population."

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

In the lesson "Determine if Values Make 2-Step Inequalities True," the materials include questions to facilitate mathematical conversations, allowing students to hear math language with peers. A slide labeled "Inequalities" displays a "Collaborate" icon and includes the following student prompt: ". . . let's review our inequality symbols. What do each of the symbols mean?" The prompt is paired with a list of inequality symbols and provides space for the student response. The materials do not include embedded guidance for students to refine their use of mathematical language or build on one another's reasoning during collaborative discussions.

In the lesson "Solve Percent Problems," the materials include embedded prompts for students to engage in oral and written mathematical conversations. Slides displaying a "Collaborate" icon prompt students with questions, such as the following: "Do you think the dollar amount is greater with a tip or commission? Why?" and "What steps would we use to solve the proportion?" These prompts support students in hearing and using academic math language with peers. The materials do not include embedded guidance for students to refine their mathematical language or respond to peer reasoning.

In "Identify & Create Representative Samples of Populations," the materials include prompts that support oral and written discourse. A "Collaborate" slide asks, "How can Rodrigo find the answer to his question without having to survey everyone that comes into the supermarket?" Then, students are prompted to choose a representative sample and explain their reasoning. These prompts provide opportunities for students to hear and use math language with peers. The materials do not include embedded guidance for students to refine their responses or build on peer reasoning using mathematical language.

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

In the lesson "Solve Percent Increase Problems," the "Teacher Resources" include answer keys for student-facing slides and guidance on common misconceptions for pre- and post-assessment multiple-choice items. While these supports help teachers identify incorrect reasoning, the materials do not include exemplar responses for constructed-response questions. Additionally, the materials lack embedded guidance to anticipate a variety of student answers and do not provide strategies to support or redirect inaccurate student responses during instruction.

In the lesson "Solve Percent Increase Problems," the materials include answer keys and rationales for pre- and post-assessment questions, as well as student-facing task slides. This embedded guidance supports teachers in recognizing correct and incorrect student thinking. However, the materials do not include prompts or instructional suggestions for redirecting students who display misunderstandings during tasks or discussions.

In the "Teacher Resources" for "Determine Side Lengths & Number of Triangles," the "Think About It" section includes prompts, such as "Who do you think is correct? How could Sally determine the side lengths of the triangle?" These prompts support discussion but do not include anticipated student responses or exemplar answers. Additionally, the materials do not offer redirection guidance or alternative approaches for addressing inaccurate or incomplete student thinking.

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.

The materials integrate the TEKS process standards by prompting students to apply algebraic reasoning using real-world contexts. In the lesson "Model & Write Equations Involving Diagrams," the "Teacher Resources" include guiding questions, such as the following: "How can you check if a value is a solution?" and "How can you translate word problems into two-step equations?" These questions support students in demonstrating problem-solving strategies and communicating their reasoning using mathematical language. Additionally, the "Mathematical Practice Application" pages connect algebraic models to real-world problem-solving and encourage students to critique reasoning and construct viable arguments.

The materials embed opportunities for students to represent and communicate mathematical ideas in multiple ways, supporting the integration of the TEKS process standards. For example, in the lesson "Create & Solve 2-Step Equations with Diagrams," students use algebra tiles, tape diagrams, and hanger models to create and solve equations. Later in the lesson, students draw their own diagrams using symbols for variables and constants, demonstrating how concrete and visual models transition into abstract equations.

The materials provide opportunities for students to apply mathematics to everyday contexts, reinforcing the TEKS process standards. In the "Real-World Connections" sections of the grade 7 lessons, students engage with scenarios, such as solving for the number of stitches needed to complete a sweater or modeling division through grouping strategies using draggable tools. These tasks support students in applying mathematics in meaningful ways while using language, symbols, and representations to communicate their understanding.

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 that 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 "Convert Proportional Graphs," embedded hints—such as "I wonder if I could represent the data in different forms to make it easier for me to understand" and "Remember to find the constant of proportionality first"—encourage students to make sense of mathematics and persist through solving proportional reasoning tasks. The "Mathematical Practice Application" activities support perseverance by engaging students in problems that require justification, involve multistep reasoning, and use visual models to connect multiple representations of mathematical concepts.

In the grade 7 "Topic Bundle" "Proportional Relationships," students build perseverance by analyzing data in real-world contexts, determining whether scenarios and tables represent proportional relationships, and justifying their reasoning. These tasks promote sustained problem-solving as students apply strategies to make sense of relationships between quantities.

In "Find Constants of Proportionality," students are supported in perseverance through prompts, such as the following: "What strategies could you use to determine the cost of a single cannoli?" and "Is this relationship proportional?" These questions require analysis of relationships and evaluation of graphs of ordered pairs to foster deep understanding. Similarly, in "Write & Solve 2-Step Inequalities," students develop perseverance by solving multistep problems that gradually build from foundational skills to more complex applications.

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 "Model & Write Equations Involving Diagrams," students solve the same two-step equation using hanger diagrams, tape diagrams, and algebra tiles. These visual models help students understand, explain, and justify that there are multiple valid approaches to solving problems. A "Return to Think About It" screen prompts students to reflect on similarities and differences between the models, while

another activity encourages comparison and explanation of solution strategies. These opportunities help students build reasoning skills and articulate their thinking using various representations.

In the activity "Match 2-Step Equations with Real-World Diagrams," the "Teacher Resources" provide guidance on helping students explain how parts of an equation correspond to components of a visual model. The materials encourage students to justify their thinking and engage in peer discussions that include comparing interpretations and offering feedback. This approach supports students in developing logical arguments and reinforces the concept that problems can be solved and understood in more than one way.

In the lessons "Evaluate Expressions" and "Interpret Equivalent Linear Expressions in Word Problems," students use Nearpod tools, like "Draw It" and "Open-Ended Questions," to select and explain problem-solving strategies. These tools prompt students to justify why a chosen method makes sense, supporting their understanding that multiple strategies can lead to correct answers. The platform structure encourages flexibility and reinforces the value of explaining and defending different approaches to mathematical tasks.

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 Percent Problems," the materials prompt students with questions, such as the following: "What strategies could you use to determine how much money Aminah will make in commission from selling the house?" and "What numbers should be substituted for each part of the proportion? Where should each variable go? How do you know?" These questions support verbal expression and mathematical reasoning during whole-class discussions and teacher-facilitated questioning.

The materials require students to make sense of mathematics by writing explanations and justifying their answers. In the activity "Solve 2-Step Equations for Discount Word Problems," students complete a paragraph describing how to solve a real-world problem involving discounts. They write an equation to find the original cost and show their work in an open-response area, promoting written mathematical discourse and reasoning.

The materials require students to make sense of mathematics through interactive features that foster doing, writing about, and discussing math with peers and teachers. In the grade 7 lesson "Simplify Expressions," students write explanations, match like terms using drag-and-drop activities, and practice skills with the interactive game "Time to Climb." The lesson embeds multiple modes of engagement, through "Fill in the Blanks," "Draw It," quizzes, and "Collaboration Boards," to support students' mathematical understanding.

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 "Model & Write Equations Involving Diagrams," the "Teacher Resources" prompt educators to encourage students to explain how each equation corresponds to a model, discuss their reasoning with peers, and provide feedback to refine understanding. This promotes articulation of thought processes and evaluation of others' reasoning. However, the materials do not provide guidance for educators to support student reflection on their problem-solving approaches.

In the lesson "Graph 2-Step Inequalities," students respond to prompts—such as "What strategies could we use to solve and represent the inequality . . ." and "Why did we include the negative symbol with the 2?"—which support justification and explanation. These tasks engage students in reasoning through multiple strategies.

In the lesson "Interpret Equivalent Linear Expressions in Word Problems," the "Teacher Resources" include questions, such as the following: "How can rewriting an expression in a different form help us better understand the relationship between its quantities?" and "Why might one form be more useful than another?" These prompts support students in refining and justifying their thinking.

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

The materials include anticipated misconceptions but do not provide prompts or guidance to support educators in offering explanatory feedback. For example, in the "Teacher Resources" for the lesson "Solve Percent Increase Problems," the "Common Misconceptions" section identifies several misunderstandings—such as confusing percent increase and decrease or misplacing the decimal—but

does not offer strategies or sample feedback teachers can use to address these specific errors during instruction.

The materials identify incorrect student responses but lack the necessary prompts or guidance for educators to deliver explanatory feedback. In the lesson "Solve Percent Increase Problems," the "Pre-Assessment Analysis" and "Post-Assessment Analysis" include correct and incorrect answers along with explanations of the errors. However, the materials do not provide suggestions for how teachers can respond to those errors to support student understanding.

The materials include correct student responses in the lesson "Solve Percent Increase Problems," but they do not support educators in responding to misconceptions. The "Answers" section outlines correct answers for lesson slides but does not include any instructional guidance or feedback strategies to help teachers address student confusion or reasoning errors in real time.