Progress Learning LLC

Supplemental English Mathematics, 8

Progress Learning 8th Grade Mathematics (TEKS)

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	**9781953417800**	**Digital**	**Static**

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	131	2	Flags Not in Report	Not Applicable	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	23 out of 23	100%
2. Progress Monitoring	23 out of 24	96%
3. Supports for All Learners	33 out of 39	85%
4. Depth and Coherence of Key Concepts	16 out of 16	100%
5. Balance of Conceptual and Procedural Understanding	38 out of 38	100%
6. Productive Struggle	21 out of 21	100%

Breakdown by Suitability Noncompliance and Excellence Categories

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

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

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	All criteria for guidance met.	5/5
1.1b	All criteria for guidance met.	3/3
1.1c	All criteria for guidance met.	2/2
1.1d	All criteria for guidance met.	2/2
1.1e	All criteria for guidance met.	2/2
—	**TOTAL**	14/14

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

The materials include an "Alignment Guide" that outlines specific examples of how Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) are integrated into lessons, clearly linking the standards and instructional content within the grade level or course. The materials outline how math concepts build in complexity across grade levels (vertical alignment).

The lesson plan covers the vertical alignment of this content in the "Looking Back" section for previous TEKS that covered the concept and the "Looking Ahead" section for future TEKS that cover this concept.

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

The materials provide the teacher with a "6th–8th Grade Math Implementation Guide." This guide includes an introduction, an explanation of the different sections of the lesson plans, and suggested activities.

The "6th–8th Grade Math Implementation Guide" also provides information on different strategies that can be used by teachers, such as potential misconceptions and how to address them, intervention strategies, and suggested lesson videos to support advanced learners.

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

The materials provide a "Scope and Sequence" document that outlines specific TEKS and process standards coverage per lesson. The materials include a correlation guide to support teachers on entry points for students based on diagnostic assessment data.

Within each lesson plan, a list of TEKS, process standards, and ELPS is provided for each lesson.

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

The materials provide a "Scope and Sequence" document that provides lesson internalization information to teachers. Additionally, the Scope and Sequence provides teachers with a guide and rationale on what is being taught and strategies for lesson implementation for every lesson. The rationale describes what concepts are covered in the lesson and how they relate to the course as a whole to help teachers internalize the mathematical knowledge students will gain from the lesson.

The "Explore Teacher Guide," located within the Instructional Resources, includes detailed teacher guidance outlining student objectives, materials needed, guiding questions, common misconceptions, and implementation suggestions for each component of the 5E model for each topic covered. The guide provides step-by-step guidance on implementing the material as designed, which includes "important cues for when to pass out specified materials, which cooperative learning strategies to use, and identifies key moments in the lesson for when to listen and check for student understanding."

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

Within the Admin "Quick Start Guide," the materials provide resources such as how to pull reports at the campus level for instructional leaders to support educators with how to gather data and pull reports for their campus and teachers.

The product provides videos for instructional leaders to use to support educators with implementing the materials as designed. For example, the resource includes learning paths that are tailored for specific roles such as new teachers, returning teachers, and administrators. Each pathway includes a series of role-specific steps with PDF resources and videos. The platform offers both synchronous and asynchronous learning options, providing instructional leaders with resources and guidance to support educators in implementing the materials as designed.

1.2 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	All criteria for guidance met.	7/7
1.2b	This guidance is not applicable to the program.	N/A
1.2c	All criteria for guidance met.	2/2
—	**TOTAL**	9/9

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

The materials provide detailed lesson plans for each lesson within the lesson plan aligned with each lesson. For example, the grade 8 Lesson Plan: "Translations" outlines objectives, standards, vocabulary, vertical alignment, lesson resources, suggested activities, and lesson time frames. The lesson plans include applicable English Language Proficiency Standards (ELPS) and strategies throughout the lesson geared to support students in language acquisition.

Additionally, the "Teacher Guide" aligned to the lesson provides a materials list for the lesson, such as a "Teacher Explore Slideshow" and Student Handouts 1 and 2 linked in the "Materials" section.

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 provide a grade-level "Support for Families" document that provides materials for families to support and reinforce learning at home.

The "Support For Families" documents are available in both English and Spanish. For example, in the grade 8 "Dilations on a Coordinate Plane and Similar Figures" lesson, the family guide includes questions to ask, access to lesson slideshows via QR codes, and strategies to continue to support student learning at home.

2. Progress Monitoring

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

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	All criteria for guidance met.	2/2
2.1b	All criteria for guidance met.	2/2
2.1c	The materials do not contain the option to enable CLS for individual students.	3/4
2.1d	All criteria for guidance met.	4/4
2.1e	All criteria for guidance met.	4/4
—	**TOTAL**	15/16

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

The "Grades K–12 Implementation Guide" describes the intended purpose of each of the instructional assessments. For example, teachers may use the beginning-of-year assessment to diagnose learning gaps; the benchmark assessments are intended to measure student progress and make sure instruction is on track to meet those end-of-year goals; and the mid-year benchmarks give teachers insights into how well students have grasped what has been taught so far.

The lesson plans under Instructional Resources include a variety of instructional assessments that can be used to assess student learning, such as SuperSheets, Think-Pair-Share activities, Bell Ringers, instructional videos, and diagnostic assessments. These assessments include teacher guidance on how to leverage the materials during instruction to support the needs of students.

In the "8th Grade Math Implementation Guide," the materials include definitions and intended purpose for all included assessment types.

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

The lesson plans under Instructional Resources include guidance on when and how to administer assessments to ensure consistent administration throughout the school year within the "Evaluate" section of the lesson plan.

The materials provide clear guidance, such as suggested length and timing of administration of assessments to ensure accurate administration of assessments across test administrators and 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 include digital assessments such as SuperSheets and unit quizzes that are available to be printed. When used digitally, the assessments have accommodations, such as text-to-speech, that can be enabled or disabled depending on student need.

The materials include a variety of calculator types as an accommodation, such as four-function, graphing, and scientific calculators, for digital assessments that can be enabled or disabled to support individual students.

The materials do not include content language support (CLS) as an accommodation for the included assessments.

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

The Assessment Builder in the Assessment/Assignment Center includes diagnostic assessments, such as pretests and posttests, that are aligned to the Texas Essential Knowledge and Skills (TEKS) and incorporate a variety of interactive question types, such as multiple choice, text entry, drag and drop, in-line choice, and multi-select.

The included assessments identify each tested domain and aligned TEKS but are limited to two levels of complexity, Depth of Knowledge (DOK) 1 (recall) and 2 (skill/concept). Teacher and instructional leaders are able to create assessments using the assessment builder to craft assessments that span up to three DOK levels.

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 multiple formative assessments, such as SuperSheets that teachers and instructional leaders can use. The materials are TEKS-aligned and include questions with varying levels of complexity.

Teachers and instructional leaders can build assessments in the Assessment Builder in the Assessment/Assignment Center that are TEKS-aligned and include three levels of complexity.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	All criteria for guidance met.	3/3
2.2b	All criteria for guidance met.	1/1
2.2c	All criteria for guidance met.	2/2
2.2d	All criteria for guidance met.	2/2
2.2e	This guidance is not applicable to the program.	N/A
—	**TOTAL**	8/8

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

The materials include assessment answer keys for their formative assessments called SuperSheets. Each SuperSheet includes a brief explanation of why each answer is correct or incorrect. For each correct answer, the materials include a rationale for why the answer is correct. For example, Question 1 from SuperSheets: "Equations" states in the answer key that choice B is the correct answer because "The student likely understands how to write a corresponding inequality to represent a real-world problem." For each incorrect answer, the materials provide possible misconceptions for each incorrect response. For example, Question 1 from SuperSheets: "Circles" states in the answer key that choice D is an incorrect answer and provides the following rationale, "The student likely does not understand how to write a corresponding equation or inequality to represent a real-world problem."

Summative assessments in the materials, such as diagnostic assessments, pretests, and posttests, provide educators with an answer key for each assessment and guidance for interpreting correct and incorrect student responses.

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

The Help Center: "Assessment Results and Data" provides instructional guidance for tasks and activities designed to target specific skills based on student performance on instructional assessments. For example, educators are guided to strategically group students or assign personalized learning tasks and activities based on student performance on assessments.

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 a dashboard in Monitoring Reports that automatically compiles students' assessment data. The dashboard highlights individual students' strengths and weaknesses and provides educators with a view of student progress over time.

The Assessment Comparison Report shows data trends over multiple assessments, allowing the teacher to track mastery or regression over time, as well as individual and class-level performance.

The materials include Student Report Cards, which are student-friendly data trackers where students can record their responses or track their goals, allowing for visual progress.

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 lesson plans and teacher guides include guidance to support educators in conducting frequent checks for understanding at key points throughout the lesson, such as prompting teachers to ask particular questions throughout the lesson sequence.

The materials include prompts in the lesson plans and teacher guides that remind educators to pause and pose certain questions during a lesson or activity, along with common misconceptions associated with the guided question.

2.2e – If designed to be adaptive, materials provide frequent checks for understanding at key points throughout each lesson or activity.

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

3. Supports for All Learners

Materials support educators in reaching all learners through design focused on engagement, representation, and action/expression for learner variability.

3.1 Differentiation and Scaffolds

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.1a	All criteria for guidance met.	1/1
3.1b	The materials do not contain explicit educator guidance for pre-teaching supports for unfamiliar references in text and pre-teaching supports for developing academic vocabulary.	2/4
3.1c	All criteria for guidance met.	2/2
3.1d	The materials do not contain content and language support that educators can enable or disable to support individual students.	2/3
3.1e	All criteria for guidance met.	2/2
—	**TOTAL**	9/12

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.

Lesson plans include guidance for educators to support students that can be leveraged during the lesson through supports, such as sentence stems and graphic organizers. These supports enable educators to pinpoint specific resources that can be used as scaffolds in the lesson to support students who have not reached proficiency in prerequisite or grade-level concepts and skills. In the grade 8 Lesson Plan: "Functions," educators are prompted during the "Engage" portion of the lesson to project a specific question from grade 5 to activate key prior knowledge that is necessary to reach grade-level proficiency in the lesson.

The "Instructional Resources" include instructional resource documents for students titled "Math Sentence Stems" that support their writing and language development throughout the lesson during instructional activities, such as Think-Pair-Share activities during the "Engage" portion of each lesson. The materials also include Graphic Organizers that educators can assign based on students' specific math needs to support students in summarizing math ideas throughout the lesson.

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 "Teacher Explore Slideshows" within the lesson plans that introduce new vocabulary terms with mathematical explanations and visuals. In the grade 8 Lesson Plan:

"Transformations," the materials guide educators to break down terms such as *rotation*, *reflection*, *translation*, and *dilation* using familiar real-world contexts to reinforce key vocabulary before students use them in mathematical contexts.

The "Teacher Explore Slideshows" include embedded structured learning opportunities, such as the use of Think-Pair-Share. These activities support students in continuing to develop academic vocabulary throughout the lesson by providing opportunities to talk with partners and groups using academic language and vocabulary. The materials also include Class Activities, such as Thumbs Vote, Finger Vote, and Discuss and Do, providing additional opportunities to review and reinforce academic vocabulary.

The materials do not include explicit educator guidance for preteaching supports for unfamiliar references in text and preteaching supports for developing 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 "6th–8th Grade Math Implementation Guide" provides explicit educator guidance for additional activities for enrichment and extension. Following each lesson, educators are given guidance on ways to organize students into small groups based on their needs. The materials include guidance on targeted activities to assign to students to provide enrichment or extension. The intervention activities are drawn from on-grade-level or below-grade-level materials, while the enrichment activities are drawn from above-grade-level materials. This level of support allows educators to continually gather and analyze student data as they engage with instructional materials.

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

The materials feature a settings page where educators can customize assessments and assignments by enabling or disabling accommodations, such as text-to-speech, to meet individual student needs. Educators can easily enable these accommodations by utilizing an on-off toggle button next to each student's name when creating assignments.

The materials include a variety of calculator types as an accommodation, such as four-function, graphing, and scientific calculators for digital assessments that can be enabled or disabled to support individual students.

The materials do not include content and language support that educators can enable or disable to support individual students.

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 lesson plans provide educators with guidance for options on supporting students to demonstrate understanding of mathematical concepts through performing, expressing, and representing. In grade 8 Lesson 6: "Functions," students are asked to solve problems and then compare their answers and discuss them with a partner. Students are also asked to predict and record the steps to find the answers.

The materials provide educator guidance on tailoring student tasks to enable students to demonstrate their understanding through multiple methods and approaches. The materials offer practice problem sets and quizzes via SuperSheets as the primary method for students to demonstrate an understanding of mathematical concepts. The materials also provide additional opportunities for students to demonstrate mathematical concepts via two student handouts aligned to each lesson, online practice questions, and instructional videos.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	All criteria for guidance met.	5/5
3.2b	All criteria for guidance met.	2/2
3.2c	All criteria for guidance met.	3/3
3.2d	The materials do not contain guidance to support educators in the effective implementation of enrichment and extension methods.	1/2
3.2e	All criteria for guidance met.	2/2
—	**TOTAL**	13/14

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 provide educators with guidance in activating prior knowledge. The materials support educators in understanding what students need to know before the lesson. The grade 8 "Scope and Sequence" document includes a general overview of what students will learn in each lesson and explains how prior knowledge from earlier grade levels will help support new learning in the lesson. For example, in Lesson 8: "Equations," the grade 8 "Scope and Sequence" document states that students will "build on prior experiences with solving one-variable equations and representing relationships algebraically and graphically" to extend their understanding to solving equations with variables on both sides.

Each lesson plan dives deeper into providing specific prompts and guidance for educators to help build and activate prior knowledge and anchor big ideas. For example, in the "Engage" section of the grade 8 Lesson Plan: "Equations," educators are provided with specific grade 7 questions to project to students, as well as guidance on strategies to use, such as a Think-Pair-Share. This guidance supports educators in activating prior knowledge and anchoring big ideas in the lesson.

In the grade 8 Lesson Plan: "Equations," educators are provided with guidance to highlight and connect key patterns, features, and relationships through multiple means of representation. In the "Explore," "Explain," and "Elaborate" sections, educators are given the option to choose between various practice opportunities for students, such as guiding questions, instructional videos, worksheets, and instructional activities such as Thumbs Vote, Discuss and Do, and Rally Rounds.

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

Each lesson plan provides explicit educator guidance for effective lesson delivery and facilitation using a variety of instructional approaches. The "Suggested Activities" section in each lesson plan includes

specific guidance on suggested pacing for each lesson, step-by-step instructions for lesson implementation, and suggested strategies for differentiation. For example, the Lesson Plan: "Linear Relationships" provides teachers with suggested time stamps for each portion of the lesson, such as five minutes for the Engage activity and 25 minutes for the Explore activity. In addition to suggested pacing for each activity, each lesson plan provides educators with guidance to utilize a combination of instructional approaches to engage learners in each lesson, including collaborative learning activities, real-world examples and applications, differentiation for learners via extension or enrichment activities, and independent learning opportunities.

The "Teacher Explore Slideshow" included in each lesson plan provides educator guidance and recommendations for effective lesson delivery. The "Teacher Explore Slideshow" provides educators with additional instructional approaches, such as providing opportunities for student discourse through activities such as Think-Pair-Share and Discuss and Do, and connections to real-world problems and scenarios that are relevant to students.

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

The lesson plans provide educators with specific opportunities to direct the flow of each lesson to best suit student needs. These options include various instructional activities and approaches, such as guidance on choosing a gradual release model ("I do, we do, you do") versus independent student work. Additional opportunities include embedded support on structures on how to group students, such as partner pairs, whole groups, and small groups. These adaptable approaches support the implementation of multi-tiered intervention methods.

The materials do not include explicit educator guidance to support the effective implementation of multi-tiered intervention methods. While options for lesson structure and practice are provided, specific guidance on how and when to utilize them most effectively is not included. The absence of direct guidance may pose a challenge for educators in making crucial instructional decisions in determining specific skills to target.

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

Each lesson plan includes a section called "Additional Activities" that includes enrichment and extension opportunities that educators can leverage to support struggling learners and advanced learners. The additional activities include links to below-grade-level, on-grade-level, and above-grade-level instructional videos aligned to each lesson. Within each video, there are two–three accompanying questions to help reinforce key concepts.

The materials do not include guidance to support educators in the effective implementation of enrichment and extension methods. While the "Grade 8 Implementation Guide" includes general

guidance on ways to group students, such as whole groups, individuals, and small groups, there is no explicit guidance to support educators in effective implementation, such as best practices for grouping students and leveraging intervention and extension materials.

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

Each lesson plan provides educators with guiding questions and suggestions regarding optimal timing for asking questions within the lesson. These prompts are then followed by common misconceptions that educators may see. These structured prompts enhance an educator's ability to deliver timely feedback and improve student engagement during lesson delivery.

Through the use of Bell Ringer activities, educators can pose questions to the whole group and provide instant feedback once answers are received. The system allows for viewing statistics on student responses, further facilitating timely feedback.

The materials do not include guidance to support educators in providing timely feedback during lesson delivery. Although common misconceptions are included in each lesson plan, there is no educator guidance on how to address the misconceptions via targeted student feedback.

3.3 Support for Emergent Bilingual Students

An emergent bilingual student is a student who is in the process of acquiring English and has another language as the primary language. The term emergent bilingual student replaced the term English learner in the Texas Education Code 29, Subchapter B after the September 1, 2021 update. Some instructional materials still use English language learner or English learner and these terms have been retained in direct quotations and titles.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	All criteria for guidance met.	4/4
3.3b	This guidance is not applicable to the program.	N/A
3.3c	All criteria for guidance met.	1/1
3.3d	The materials do not contain embedded guidance for teachers to support emergent bilingual students in making cross-linguistic connections through oral and written discourse.	6/8
3.3e	This guidance is not applicable to the program.	N/A
—	**TOTAL**	11/13

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 specific tips for emergent bilinguals students (EBs) that, in the "Cooperative Learning Strategy Guide with Embedded Support for ELLs," explicitly address the nuances of providing linguistic accommodations for all levels of language proficiency as defined by the English Language Proficiency Standards (ELPS). For every instructional activity outlined in the guide, the materials outline specific strategies that educators can implement to support all levels of English Language Proficiency, such as pairing a beginner with advanced or non-ELL students who speak the ELL's native language.

The "Cooperative Learning Strategy Guide with Embedded Support for ELLs" provides educators with specific guidance on supporting EBs in all instructional activities. For example, in the Brain Dump! activity, educators are given guidance to support a Pre-Production student by having the student use visual representations of related key words to add facts and their partner record all facts for the pair. Within the same activity, educators are given the guidance to support a High Intermediate by having the student use a word bank of key words and a sentence frame like " . . . is related to . . . because . . ." to record their fact.

3.3b – If designed to be adaptive, materials include embedded linguistic accommodations for all levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.

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

3.3c – Materials include implementation guidance to support educators in effectively using the materials in state-approved bilingual/ESL programs.

The materials provide educators with resources and guidance to effectively support EBs in state-approved bilingual/ESL programs. In the Help Center, educators have access to articles in "Accommodations and Accessibility" that provide clear guidance for effective implementation strategies to address the needs of EBs. In the "Using Technology to Support the Four Language Domains for English Language Learners" article, educators are provided with guidance such as utilizing text-to-speech features embedded in the materials to support EBs.

The "Language Support" article in the Help Center provides educator guidance on strategies to utilize during instruction, such as using constructed responses to develop fluency, build comprehension, and build second-language acquisition.

3.3d – Materials include embedded guidance to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

The materials include guidance for developing academic language and increasing comprehension through oral discourse. Within lesson plans, the "Teacher Explore Slideshows" provide guidance to educators and strategies to use to support EBs. These strategies include prompts for students to reflect on newly learned vocabulary. For example, in the Teacher Explore Slideshow: "Equations," students learn academic vocabulary such as *equation*. Throughout the materials, students can reflect on the newly learned vocabulary word *equation*, verbalize key components of an equation, and discuss key concepts with a partner through a Think-Pair-Share activity. This structure equips teachers with key tools and instructional strategies to support EB students' language proficiency while maintaining a focus on mastery of academic content.

The materials support students in developing academic vocabulary, increasing comprehension, and building background knowledge through written and oral discourse. In the lesson plans, the "Teacher Explore Slideshows" include the Solve Pass Agree Repeat Keep Going (SPARK) strategy, a collaborative activity to support EBs. The SPARK activity involves students solving a problem, passing to other group members, agreeing on an answer through structured discourse, and repeating the process. This activity

supports students in developing academic vocabulary by increasing comprehension and building background knowledge through written and oral discourse.

The materials do not support EBs in making cross-linguistic connections through either oral or written discourse.

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

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

4. Depth and Coherence of Key Concepts

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

4.1 Depth of Key Concepts

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

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

The materials include varied practice opportunities aligned to the Texas Essential Knowledge and Skills (TEKS) that support student skills acquisition within the lesson. The practice opportunities require students to demonstrate an understanding through varied tasks, such as completing Venn diagrams, Fact or Fib activities, and game-based activities.

The included tasks span across the DOK (Depth of Knowledge) levels to support students in developing an understanding of skills. The included SuperSheets provide students with TEKS-aligned additional practice opportunities that require them to demonstrate a depth of understanding of key topics and skills.

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 varied practice opportunities aligned to the TEKS that require students to demonstrate a full understanding of covered concepts. Questions and tasks in the included materials increase in rigor and complexity, which leads students to grade-level proficiency. While the materials support grade-level proficiency in the lesson materials, there are no included questions and tasks to support above-grade-level proficiency within the lesson.

Within the lesson plans, additional enrichment opportunities are provided for students who show competency in grade-level TEKS. These enrichment opportunities increase in rigor to support proficiency in above-grade-level mathematical 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	All criteria for guidance met.	4/4
—	**TOTAL**	6/6

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

The materials provide an overview of concepts horizontally within the grade level that supports teachers and students in connecting patterns, big ideas, and relationships in the materials. Within lesson plans, the "Lesson Rationale" section explains how concepts are horizontally connected among lessons throughout the school year.

In the grade 8 "Scope and Sequence" document, the "TEKS Mathematical Process Standards (MPS)" document shows when standards will be taught in conjunction with other standards across lessons.

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 lesson plans include a "Vertical Alignment" section that features a looking-back section that defines previously learned standards that support current learning. The "Vertical Alignment" section highlights connections in grades 3–7 by connecting them to patterns, big ideas, and relationships that will be seen in the current grade level.

The lesson plans include a grade 8 "Lesson Sequence Rationale" that provides teachers with guidance on how to support students in the lesson by making connections between how previously learned concepts are used in the lesson to support understanding of new concepts.

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 demonstrate coherence across lessons and 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 "Scope and Sequence" document provides teachers with guidance on what students should know from previous grade levels, what they are currently learning, and skills that will be used in future courses.

The "Scope and Sequence" document includes a "Lesson Rationale" section that explicitly describes how each lesson builds upon previously learned skills and concepts from prior grades. The "Lesson Rationale" section also provides guidance on how to prepare students for subsequent learning within the current grade level and future grade levels.

4.3 Coherence and Variety of Practice

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.3a	All criteria for guidance met.	2/2
4.3b	All criteria for guidance met.	2/2
—	**TOTAL**	4/4

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

The materials provide spaced retrieval opportunities with previously learned skills and concepts across learning pathways. The grade 8 "Scope and Sequence" document includes a TEKS Mathematical Process Standards (MPS) document that specifically shows when a skill will be taught and when that skill will show up in subsequent lessons during the school year, facilitating spaced retrieval.

The materials provide spaced retrieval opportunities for previously learned concepts across learning pathways. Under "Instructional Resources," "Class Activities Worksheets" provide opportunities to review or recall previously learned skills and concepts across lessons. For example, educators can choose between three different Pythagorean Theorem Worksheets to assign to provide additional opportunities for students to practice previously learned skills from Lesson 10. These worksheets provide targeted, rigorous, and diverse practice problems to support retention and understanding of previously learned concepts. Additionally, the materials include instructional videos and a vast question bank that can be utilized to provide additional practice opportunities and review of previously learned concepts in a meaningful way.

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

The materials provide interleaved practice opportunities for previously learned skills and concepts across learning pathways. In the grade 8 "Scope and Sequence" document, a TEKS MPS document is included that shows when a specific skill is introduced in the learning pathway and when the same skill will reappear in subsequent lessons.

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 students with opportunities to solve real-world problems by making connections and transferring their learning to new contexts. The materials include opportunities for students to analyze, interpret, and evaluate real-world problems. The grade 8 Teacher Slideshow: "Volume" provides students with opportunities to analyze and interpret mathematical concepts and complex, real-world situations. For example, on slide six, students work with a partner to discuss and solve a real-world problem involving an art display. Students are tasked with determining the correct equation to use and solving the problem throughout cooperative learning activities.

The grade 8 document Student Handout 2: "Pythagorean Theorem" provides additional questions that require students to interpret and analyze mathematical concepts in complex, real-world situations. For example, the questions have students working through a variety of examples to determine if a triangle is a right triangle or not.

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

Students are provided opportunities to communicate their mathematical thinking through multiple representations, as well as figures or drawings. In the grade 8 Lesson Plan: "Equations," students practice mapping equations and then move to looking at functions graphically. Throughout the lesson, students are provided with additional opportunities to represent their thinking using concrete models and visual representations.

In the Student Handout 1: "Equations" within the Lesson Plan: "Equations," questions 2–3 provide students with the opportunity to use algebra tiles as a concrete model to represent and solve equations.

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

The lesson materials include tasks that provide students with opportunities to apply conceptual understanding to new problem situations and contexts. In each lesson plan, students learn key skills and math concepts aligned with the stated learning objective in each lesson. Throughout each phase of the 5E model in each lesson, students are provided with opportunities to practice key skills and concepts through a variety of instructional activities, such as Think-Pair-Share activities and Thumbs Vote. During the final phase of the 5E model, educators are prompted to assign SuperSheet Worksheets aligned to each lesson in the evaluation portion of the lesson. Each SuperSheet Worksheet provides opportunities for students to apply conceptual understanding to new problem situations and contexts.

The grade 8 SuperSheet: "Dilations and Coordinate Planes" provides students with additional opportunities to apply conceptual understanding to new problem situations and contexts. For example, students are provided a diagram with a person standing near a building, forming similar triangles, and must determine "Which proportion can be used to find *h*, the height of the building in feet?" requiring students to apply concepts of similar triangles to a practical scenario.

5.2 Development of Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.2a	All criteria for guidance met.	2/2
5.2b	All criteria for guidance met.	3/3
5.2c	All criteria for guidance met.	3/3
5.2d	All criteria for guidance met.	1/1
—	**TOTAL**	9/9

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

The materials provide an online platform with automaticity activities, which allow educators to assign the activities to align with grade-level tasks. For example, "Class Activities" are included in each lesson plan to provide opportunities for students to practice basic skills. Additionally, the materials include online practice questions that increase in rigor to include real-world problems and tasks.

Each lesson plan includes a "Teacher Explore Slideshow" that incorporates various methods for students to practice skills, such as Rally Rounds, Finger Votes, and Think-Pair-Share. These activities focus on similar practice problems, utilizing focused repetition to help build fluency for the topics covered in each lesson.

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

The "Teacher Explore Slideshows" contained in lesson plans provide multiple opportunities for students to practice the application of flexible mathematical procedures by outlining multiple methods for solving a given problem. For example, in the grade 8 Lesson Plan: "Equations," students are presented with multiple approaches to model and solve equations and inequalities using pictorial, verbal, graphical, and algebraic representations.

The materials do not provide opportunities for students to practice the application of efficient mathematical procedures throughout learning pathways. While the materials include ample practice opportunities for students, the materials primarily focus on accuracy without guiding students to reflect on how their answer was obtained and whether their strategy was the most efficient for the given problem.

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 flexibility and accuracy. The "Teacher Explore Slideshows" present multiple methods for solving a problem and prompt students to consider various approaches. Students are also engaged in tasks that require them to justify their reasoning and answers, thereby evaluating the accuracy and flexibility of their solutions and strategies.

Throughout learning pathways, students encounter practice questions that utilize various mathematical representations and models. For example, the "Teacher Explore Slideshow: Equations" prompts students to use multiple representations to solve problems, such as using visual models, graphs, and equations. These tasks provide implicit opportunities for students to evaluate the accuracy of these representations.

The materials do not provide opportunities for students to evaluate mathematical representations for efficiency throughout learning pathways. The materials solely focus on students arriving at accurate solutions and do not provide opportunities for students to reflect on the efficiency of their procedure or process. Additionally, in student-facing materials, students are not asked to explain why their problem-solving strategy is the most efficient.

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

The materials contain guidance to support students in selecting increasingly efficient approaches to solving mathematics problems. The materials allow students to select increasingly efficient approaches to solve mathematical problems throughout all of the lessons and practice materials. Each lesson guides students through choosing the most efficient representation to answer questions and complete tasks.

5.3 Balance of Conceptual Understanding and Procedural Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.3a	All criteria for guidance met.	2/2
5.3b	All criteria for guidance met.	3/3
5.3c	All criteria for guidance met.	6/6
—	**TOTAL**	11/11

5.3a – Materials explicitly state how the conceptual and procedural emphasis of the TEKS are addressed.

The materials explicitly state how the procedural emphasis of the Texas Essential Knowledge and Skills (TEKS) is addressed. The materials provide detailed lesson plans for every lesson that list covered TEKS and objectives that explicitly tie to the procedural emphasis of the TEKS. For example, the Lesson Plan: "Equations" objective states that "The student will model and solve one-variable equations with variables on both sides to represent real-world problems." This ties directly into the readiness TEKS aligned with the lesson "8.8(C) Model and solve one-variable equations with variables on both sides of the equal sign that represent mathematical and real-world problems using rational number coefficients and constants."

The materials explicitly state how the conceptual TEKS are addressed. For example, in the grade 8 "Scope and Sequence" document, the "Lesson Sequence Rationale" for Lesson 12: "Volume" states, "Through visual models, students will interpret the components of the formula and develop a conceptual understanding of how it applies to real-world contexts."

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 provide students with opportunities to use pictorial representations, concrete models, and abstract models to solve problems. For example, in the "Teacher Explore Slideshows" included in every lesson plan, the included questions and tasks integrate practice opportunities that allow students to engage with multiple representations to solve problems.

The "Teacher Explore Slideshow: Pythagorean Theorem" includes questions and tasks that integrate multiple practice opportunities that allow students to engage with multiple representations to solve problems. For example, students use visuals and a concrete model to make sense of the Pythagorean Theorem formula. Next, students use abstract models in the form of the Pythagorean Theorem formula to solve for an unknown side length. This progression allows students to deepen their understanding of equivalent expressions throughout the lesson by allowing them to connect concrete and visual models to abstract thinking.

5.3c – Materials include supports for students in connecting, creating, defining, and explaining concrete and representational models to abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS.

The materials include explicit support for students in connecting, defining, and explaining concrete and representational models to abstract concepts. In the "Teacher Explore Slideshows" included in every lesson plan, students are supported in connecting and explaining concrete and representational models to abstract concepts.

In grade 8, Student Handout 1: "Explore Volume," the instructional tasks and activities support students in connecting and explaining abstract concepts to representational models. The materials provide geometric solids for students to explore the volume of 3D figures. The lesson continues by transitioning to abstract concepts, such as calculating the volume of a cone using a formula. The handout supports students in connecting the volume formula throughout the lesson cycle by defining volume and why the volume formula works. This progression supports students in connecting and explaining the relationships between these different representations.

5.4 Development of Academic Mathematical Language

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.4a	All criteria for guidance met.	1/1
5.4b	All criteria for guidance met.	2/2
5.4c	All criteria for guidance met.	1/1
5.4d	All criteria for guidance met.	2/2
5.4e	All criteria for guidance met.	2/2
—	**TOTAL**	8/8

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

The materials provide opportunities for students to develop academic mathematical language through the use of sentence stems. The materials include a variety of Sentence Stem worksheets within "Instructional Resources" that educators can use to scaffold and support writing and language development for students. The included sentence stems can be leveraged throughout lessons to support students in developing fluency in language and math and mathematical concepts. For example, throughout a lesson, educators can leverage sentence stems to support students in articulating their understanding of concepts through the use of sentence stems such as "I solved the problem by . . ." and "The solution makes sense because . . ."

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

The materials include embedded educator guidance to support, scaffold, and extend students' use of academic vocabulary in context when communicating with peers and educators. In the "Strategies to Scaffold, Support, and Extend Academic Vocabulary" section within the "Grade 8 Math Implementation Guide," the materials include five specific strategies that educators can leverage to scaffold, support, and extend students' use of academic vocabulary during math instruction. For example, one of the included activities is called Ping Pong Peer Vocabulary, which is an exchange between teacher and student or between students using targeted vocabulary. In the activity, each person has to provide a description and example of each vocabulary word. This activity, along with the included strategies, strengthens classroom discourse, supports a wide range of learners, and helps facilitate meaningful use of academic language in peer-to-peer and student-to-teacher interactions.

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

The materials include embedded guidance to support student application of appropriate mathematical language and academic vocabulary in discourse. Within each lesson plan, teacher guidance is embedded to provide educators with strategies and frameworks that can be leveraged in lessons to guide students toward proficiency in the use of academic language during instructional activities. For example, in the "Teacher Guide" portion of a lesson plan, the materials include guidance on the implementation of a cooperative instructional strategy called Rally Rounds, which guides students on how to utilize precise academic language during discourse with peers.

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

The materials include embedded guidance to facilitate mathematical conversations, allowing students to hear, refine, and use math language with peers. The grade 8 "Scope and Sequence" guide includes a "Cooperative Learning Strategy Descriptions" section that educators can leverage to facilitate mathematical conversations through activities that are integrated into lessons.

The included strategies facilitate student discourse by allowing students to hear, refine, and use mathematical language with peers. For example, one of the included strategies is Discuss and Do. In the "Teacher Guide," Discuss and Do is facilitated as a whole-class activity where students determine which item is not like the others. The materials include clear educator guidance on implementation of the Odd One Out activity, such as providing guidance for grouping students and providing guiding questions to ask to facilitate students to hear, refine, and use mathematical language with peers.

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

The materials include embedded guidance to anticipate a variety of student answers, including exemplar responses to questions and tasks. For example, the student handouts included in each lesson plan, include answer keys that detail anticipated responses and exemplar responses, allowing educators to gauge student understanding against clear benchmarks.

The materials include embedded guidance to support inaccurate student responses. The "Teacher Guide" embedded within each lesson plan explicitly identifies common misconceptions or potential inaccurate thinking that may occur. This direct anticipation of student responses serves as a form of guidance for educators to inform their support and redirection strategies during lesson delivery.

5.5 Process Standards Connection

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.5a	All criteria for guidance met.	1/1
5.5b	All criteria for guidance met.	2/2
5.5c	All criteria for guidance met.	1/1
—	**TOTAL**	4/4

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

The materials provide a list of Texas Essential Knowledge and Skills (TEKS) process standards that are integrated appropriately into the materials at the beginning of each lesson plan. The materials explicitly list out all applicable process standards aligned to each lesson. The aligned process standards are integrated appropriately into each instructional activity in the materials. Throughout learning pathways, the materials provide activities in which students solve real-world application tasks. The materials also provide opportunities throughout the learning pathways for students to communicate mathematical ideas using multiple representations.

The materials also integrate TEKS MPS in a chart included in the grade 8 "Scope and Sequence" document.

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

The materials include a description of how process standards are incorporated and connected throughout learning pathways. The grade 8 "Scope and Sequence" document provides a list of process standards in the TEKS MPS chart. The MPS chart details how each process standard is incorporated and connected in each lesson across learning pathways. The MPS shows how each process standard is connected across multiple lessons, providing students with consistent opportunities to use problem-solving strategies, justify their reasoning, and make connections.

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

The materials include an overview of the TEKS process standards incorporated into each lesson through a TEKS MPS chart located in the grade 8 "Scope and Sequence" document. The TEKS MPS chart provides a comprehensive overview of how each process standard is integrated and covered across the various lessons within the learning pathway.

Each lesson plan provides an explicit overview of the incorporated TEKS process standards. A dedicated section lists the relevant standards for each lesson. Throughout the lesson content, explicit indicators

pinpoint the exact points at which each process standard is covered, offering a detailed overview of their incorporation into the instructional activities.

6. Productive Struggle

Materials support students in applying disciplinary practices to productive problem-solving, including explaining and revising their thinking.

6.1 Student Self-Efficacy

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.1a	All criteria for guidance met.	3/3
6.1b	All criteria for guidance met.	3/3
6.1c	All criteria for guidance met.	3/3
—	**TOTAL**	9/9

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

The materials provide opportunities for students to think mathematically and make sense of mathematics through the use of instructional videos. The instructional videos break down abstract concepts into visual and verbal explanations, supporting students' comprehension. Following video engagement, students answer application questions, requiring them to actively think mathematically to apply their understanding.

The materials provide opportunities for students to persevere through solving problems. The materials include a Study Plan Self-Check worksheet. The study plan supports students in tracking their mastery by noting the standard or domain they are working on, recording the number of videos watched, confirming mastery of video content, aiming for 80% mastery on practice questions, and verifying if they earned a ribbon for the standard. This self-monitoring structure supports student perseverance in their learning journey.

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

The materials support students in understanding that there are multiple ways to solve problems and complete tasks. The materials include "Teacher Explore Slideshows" that guide students through collaborative, interactive learning experiences. Through these guided learning experiences, students are introduced to multiple ways to solve problems and complete tasks. For example, in "Teacher Explore Slideshow: Functions," the materials present students with multiple ways to identify the relationship between input and output in functions using ordered pairs, tables, mappings, and graphs.

The materials support students in explaining and justifying that there can be multiple ways to solve problems and complete tasks. In student learning experiences, the materials provide students with guiding question prompts to explain and justify their problem-solving approach. For example, the

materials include collaborative learning experiences, such as a Discuss and Do activity, that allows students to solve problems and explain their reasoning for using a strategy with a peer.

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 design of the materials requires students to make sense of mathematics through multiple opportunities to do, write, and discuss math with peers. The "Grade 8 Implementation Guide" includes a section titled "Cooperative Learning Strategy Descriptions." The included strategies integrate opportunities for students to do, write, and discuss math with peers throughout the lesson cycle. For example, in the Brain Dump! activity, students work cooperatively with peers to solve a problem by writing down facts and discussing strategies to arrive at the correct answer.

Within each lesson, multiple cooperative learning strategies are embedded to provide students with multiple opportunities to do, write, and discuss math with peers. Throughout a lesson cycle, students are guided through multiple cooperative learning strategies as they work through problems. This structure allows students to gain a deeper conceptual understanding of topics and strengthens students' mathematical reasoning.

6.2 Facilitating Productive Struggle

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.2a	All criteria for guidance met.	8/8
6.2b	All criteria for guidance met.	4/4
—	**TOTAL**	12/12

6.2a – Materials support educators in guiding students to share and reflect on their problem-solving approaches, including explanations, arguments, justifications, and multiple points of entry.

The materials support educators in guiding students to share and reflect on their problem-solving approaches. The materials include educator guidance in each lesson plan that provides educators with prompts to support students in justifying and refining their thinking through learning activities. For example, the materials provide educators with question prompts that can be used in activities such as a Think-Pair-Share, IQ Slap Down, Sage and Scribe, and Rally Coach and Player. Through these activities, students are required to reflect, explain, and justify why certain answer choices. These activities enable students to vocalize, explain, and justify their approaches to peers, with educators guiding these interactions.

The materials include the "AEIOU Graphic Organizer" as a tool to support student reflection on their learning and problem-solving approaches. The organizer prompts students with specific categories for reflection: A—Adjective (a word to describe something learned), E—Emotion (how it made them feel), I—Interestin' (something found interesting), O—Oh! (what surprised them), and U—Um? (questions they still have). This structure encourages students to self-reflect on their comprehension, insights gained from problem-solving, and areas where they might still be exploring different approaches, thereby fostering metacognition.

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

The materials include prompts to support educators in providing explanatory feedback based on student responses and anticipated misconceptions. Each lesson plan features a "Guiding Questions and Common Misconceptions" section. The section provides educators with specific prompts to pose during instruction and lists anticipated areas of student misunderstanding to support educators in providing feedback to students.

The materials provide explanatory feedback through multiple features, including immediate video responses on the digital platform when students answer incorrectly and reattempt opportunities to reinforce learning. Lesson plans and teacher guides include prompts and rationales, such as in the

SuperSheets answer key rationales, that help educators identify likely misconceptions and tailor their feedback accordingly.