Progress Learning LLC

Supplemental English Mathematics, Algebra I

Progress Learning Algebra I EOC (TEKS)

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	**9781953417022**	**Digital**	**Static**

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	181	4	Flags Addressed	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	33 out of 38	87%
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	6	0	0
3. Parental Rights and Responsibilities	0	0	0
4. Prohibition on Forced Political Activity	1	0	0
5. Protecting Children's Innocence	4	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 the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) are integrated into lessons. To access these, on "My Dashboard," navigate to the left-side panel and click the fifth Icon, "Instructional Resources." When navigating a specific lesson in the digital product, a document will open that outlines the lesson that is to be taught. In that lesson, the "Vertical Alignment" section has a "Looking Back" and "Looking Ahead" feature. The "Vertical Alignment" section is intended to provide educators with an understanding of what students were previously taught, and what students will learn in the years to come. The outline for the lesson plans has an "Algebra I Scope and Sequence" tab. This document describes and provides a rationale for the sequence of each lesson plan, and includes the TEKS content covered in each lesson, and an explanation of how the ELPS are supported.

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 include a "Suggested Activities" section. In this section, teachers will find the breakdown of how the lesson will be taught, time limit suggestions for each part of the lesson, a structure section that will give teachers options on how they can teach the lesson, and more. The guide follows the 5E model and includes usage recommendations within each section.

For example, within "Suggested Activities," the guide recommends "use a cooperative learning strategy, such as Think-Pair-Share to discuss and answer the questions that accompany the video." These strategies are further explained within the individual lesson guides. The guide also includes two options for implementation, whole class or individually, and printable or digital assignments.

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

The materials include a "Scope and Sequence" guide, "Algebra I Content TEKS Coverage by Lesson" that has the TEKS and lessons listed, showing which TEKS are in each lesson. The site has an "Assessment and Assignment Center," which includes a diagnostic or placement tool that assesses students' current understanding and recommends a starting point within a skill progression and learning path aligned with the TEKS.

The "Assessment and Assignment Center" lets users assign assessments or choose from other activities like practice questions, video tasks, constructed response items, and summative tests and get a TEKS-based summary.

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

The materials include processes for educators to thoroughly understand and prepare to teach a concept. Viewing a sample lesson plan, Lesson 1: "Defining and Evaluating Functions," opens a document of the lesson plan, which contains the following sections: "Objectives," "Standards," "Vocabulary," "Lesson Resources," "Suggested Activities," a "Teacher Guide" with activities, answer key, assessments, and teacher rationales that detail the TEKS standards for each question.

The materials include processes for educators to thoroughly understand and prepare to teach a concept, which includes understanding the sequence of learning in the context of the learning progression found on the vertical alignment section of a lesson plan.

The "Explore Teacher Guide," located within the "Instructional Resources" for each of the 15 topics includes detailed teacher guidance outlining student objectives, materials needed, guiding questions, common misconceptions, and implementation suggestions for each component of the 5E model. 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.

The Algebra I "Scope & Sequence," located within the "Instructional Resources," provides a rationale for all 15 lessons. 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.

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

The materials include some resources for instructional leaders to support educators with implementing the materials as designed. The "Admin Quick Start Guide" provides a two-page guide for getting started, including a "Tips for a Successful Bulk Upload" paragraph, and a section for "Training Options."

The materials have an implementation guide that explains to the user where to locate information (ELPS, TEKS, Vertical and Horizontal alignment) and what to see within the lesson resources. The materials also give suggested activities and activities for intervention. For example, in the "Implementation Guide" section "Suggested Activities," it states that following the lesson, suggested activities are provided for both intervention and enrichment. The teacher may organize students into small groups based on their needs to complete the appropriate set of activities. There are videos that the teacher can choose from that are below grade-level or on grade-level *Progress Learning* digital products, while the enrichment videos are often drawn from above grade-level resources. If the teacher has access to these digital products, they can locate and assign the appropriate videos to students. This approach allows the teacher to gather and analyze student data as they engage with the content.

The Help Center provides resources, such as an "Administrator Quick Start Guide," to help instructional leaders facilitate effective use of the program. The quick start guide includes a general overview of the progress reports using a Dot Rank system at the school, teacher, and student levels. The "color-coded dot rank system indicates areas of strength and weakness for your school," which can be used to monitor and guide implementation.

The "Training and Professional Development" includes on-demand training videos for administrators on topics such as "District Admin 101" and "Data Dive."

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.

Materials include lesson plans with objectives that are aligned and specific to the TEKS. The ELPS are included in the lesson plan document, but the objectives are not directly aligned to them at any point within the lesson plan document. For example, in the specific lesson plan, there are three sections under "Standards," where the ELPS show up: Algebra I Content, Process, and Language.

Materials include lesson plans with objectives that are aligned to the TEKS. The lesson plan document also lists the ELPS under the "Language Standards" section; however, the ELPS are not clearly integrated into the lesson objectives or instructional components.

Materials have suggested activities that include an approximate total time in minutes, and it is broken down further within each component of the 5E model for each specific lesson. For example, in Lesson 7, the suggested activities are approximately 105 minutes total. Within that, the Engage activity is estimated at eight minutes, the Explain activity at 25 minutes, etc. The lesson materials include teacher and student versions.

Materials include assessment resources that are provided within the lesson plan documents that are aligned to the TEKS, which are clearly identified in the "Learning Snapshot Rationales" section of the lesson plan document. This section also includes rationale for each correct and incorrect answer choice. The ELPS are not clearly identified within the assessment resources 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).

There is an "Algebra I Support for Families" guide that families are able to access and have the ability to look at the slides that cover that topic specifically. They find the lesson that the student is working on and scan the QR code to be able to gain access to those slides.

This guide also gives suggestions on how the family can help their student at home. For example, in the "Algebra I Support for Families" guide under Lesson 13: "Graph Analysis and Exponential Functions," there is a section under the QR code that states: "How families can support at home: Show your child an example of exponential growth, like a graph of a viral video's views. Ask them to describe how the graph changes over time." In Spanish,"Cómo pueden ayudar las familias en casa: Muéstrele a su hijo un ejemplo de crecimiento exponencial, como una gráfica de las visitas a un video viral. Pídale que describa cómo cambia la gráfica con el tiempo."

2. Progress Monitoring

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

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	All criteria for guidance met.	2/2
2.1b	All criteria for guidance met.	2/2
2.1c	Materials do not allow educator-enabled content and language supports.	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 material includes the definition for types of instructional assessments. For example, a help article on what diagnostic assessments is available that includes steps to show teachers and administrators how to have the platform select questions from the *Progress Learning* question database. For Algebra I, the materials do not include intended purposes for types of instructional assessments.

The material includes the purpose for the types of instructional assessments that can be found in the "Algebra I, Geometry, and Algebra II Implementation Guide."

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

Materials include guidance to ensure consistent and accurate administration of instructional assessments. Instructional assessments are supported by the "Implementation Guide," which gives an overview of what to expect to see on each lesson plan. It also outlines the time to administer each task, provides step-by-step guidance for administering each component (Explore, Elaborate, Evaluate) of the assessment, and includes information to support the teacher in understanding the assessments.

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.

Materials include a management page that allows teachers to toggle text-to-speech on or off for all students. The default setting is on. Materials include the option to print assessments already created, as well as those teachers build themselves. The online platform has a help article on "What

accommodations are available in Progress Learning" where they can enable text-to-speech accommodations in two places.

Teachers are also able to override the platform settings when creating individual assignments. Teachers can create an assessment for the majority of students, then duplicate and edit the settings and items to accommodate the learning needs of specific students.

All videos include transcripts with an option to enable Spanish translation.

The materials include the ability for educators to enable or disable calculator support to individual students. For example, when assigning activities/assessments and for practice in the student Study Plan, the teacher can select the student and what type of calculator the student can use.

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

Materials do include diagnostic assessments with TEKS-aligned tasks or questions, including interactive item types with varying complexity levels. There are multiple-choice questions, direct input, and drag-and-drops. In terms of complexity, they have strategic thinking, recall, and skills and concepts.

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 customizable assessment tasks and questions designed with varying levels of complexity with identified Depth of Knowledge (DOK) 1, 2, 3 categories for each online assessment question. Assessments include interactive item types, such as multiple choice, graphing, Math text entry, drawing, multipart, drag-drop, and multi-select questions aligned with the TEKS. The printable assessment includes a learning snapshot that is very direct in the question with DOK. It contains levels 1 and 2 and questions where they have to justify their answer (DOK 3). Materials include the option to create assessments.

Within the builder, questions can be selected based on their DOK ranking. DOK levels 1, 2, and 3 are included in the product materials. The lesson plan references "Learning Snapshots" for the instructor, which are formative assessments from *Progress Learning* with items aligned to the standards in each lesson and were written with the intent of mirroring the rigor, verbiage, and cognitive complexity of the questions on State of Texas Assessment of Academic Readiness (STAAR) EOC assessments.

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.

Materials include instructional assessments with scoring information and guidance for interpreting student performance, including rationale for each correct and incorrect response. For example, in Lesson 4: "Absolute Value Equations and Inequalities," for open response questions, the rationale includes possible errors that students who incorrectly responded may have made.

Materials include several reports that provide scoring information for interpreting student performance; however, these reports do not include guidance for interpreting. The reports include, but are not limited to the following: "Assessments Results", "Assessment Comparison," "Student Diagnostic Strengths and Weaknesses," and "Results."

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

Materials do not provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Within the lesson, there is an "Evaluate" section that contains an answer rationale to both correct and incorrect multiple choice answers, but it does not tell teachers how to address the student trend. Within the lesson, there is an Explore section that contains an answer rationale, but it does not tell teachers how to address the student trend.

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

Materials include tools for teachers to track student progress and growth. Teachers can utilize various reports to analyze individual student data, including the Assessment Comparison Report that shows growth over time by domain and/or standard. Materials include tools for students to track their own progress and growth. A Goal Setting Sheet is available for student use within the teacher instructional resources. Other progress-tracking templates are also provided.

The materials include instructional guidance for tasks and activities to target various skills, as determined by assessment data. For example, when a student submits an assessment through an assignment that was set up online, the students can see their scores by the Domain, Standard, and Highlight missed questions that measure standards where practice is needed. When practice is needed, it shows the student an instructional video and a practice set.

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.

Materials include prompts to support educators in conducting frequent checks for understanding at key points throughout each lesson. Each lesson contains a "Teacher Guide" section, which includes questioning prompts to utilize throughout the lesson. Materials include guidance to support educators in conducting frequent checks for understanding at key points throughout each lesson. For example, in Lesson 9: "Factoring Polynomials," the "Suggested Activities" guide includes a prompt to utilize Think-Pair-Share (along with other formative assessments) in the "Engage" portion, and again in the "Explain."

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 include explicit educator guidance for language supports, but do not include pre-teaching and embedded supports for developing academic vocabulary and unfamiliar references in the text.	2/4
3.1c	All criteria for guidance met.	2/2
3.1d	The materials do not include accommodations for content and language support.	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.

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. For example, there is an article called "How Do I Assign Quick-Click Remediation?" The report walks the educator through the process of how to assign remediation. The article also states, "You can also assign Quick Click Remediation through your Progress Report. This will allow you to see a more global view of progress over time, rather than viewing progress for a single assignment."

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 frequent structured opportunities for students to talk with partners and groups using academic language and vocabulary. In Algebra I Lesson Plan: "Domain and Range of Quadratic Functions (Pre-teach Support)," the student handout, which is used at the beginning of the lesson, includes notes, cooperative learning, and individual practice that provides opportunities for students to talk with partners using vocabulary identified within the lesson. In the teacher slideshow, there is a person at the bottom that uses student-friendly explanation/definition of terms/concepts (Embedded Support).

The materials include educator guidance for language support for developing academic vocabulary. For each lesson plan in Algebra I, there is a dedicated section for new-to-grade-level vocabulary and previously taught vocabulary. "The vocabulary lists comprise academic and mathematical language directly found in the content standards covered in each lesson plan, and vocabulary that was previously introduced to students in earlier grades that vertically align to the grade-level standards being taught."

"Additionally, the list also includes vocabulary that may not be explicitly stated in the content standards but is used on items aligned to the lesson plan standards that have been assessed on the State of Texas Assessment of Academic Readiness (STAAR)."

The materials do not include explicit educator guidance for language support for unfamiliar references in text.

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 material provides additional activities for advanced learners in the form of an instructional video and a practice set. For example, in Lesson Plan 4: "Write Linear Equations," there is a section labeled "Additional Activities for Intervention and Enrichment." In this section, they have a heading labeled "For advanced learners." This option, available in every lesson, will take them to a video to watch, and then they will have a few questions for the students to answer based off of that video.

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.

Materials include the ability for teachers to allow calculator use on digital assessments. Teachers are able to select which calculator to allow (four functions, scientific, or graphing) for assessments already created, or those they build themselves. The digital assessment builder can allow educators to enable text-to-speech for individual students, also supported in English or Spanish. The online platform Study Plan allows a toggle between English and Spanish. Video and practice set questions are supported.

There is a help article that provides specific instructions and guidance on how to enable and utilize the various accessibility features for individual students. "Toggle on or off the Text to Speech setting for individual students for the core subject that you teach."

The materials do not include accommodations 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.

Materials include educator guidance on offering options for students to demonstrate understanding of mathematical concepts in various ways, such as perform, express, and represent. The "Implementation Guide" includes cooperative learning strategy descriptions that are integrated throughout the lessons. This allows students to demonstrate their understanding in various ways.

Materials include educator guidance on offering support for students to demonstrate understanding of mathematical concepts in various ways, such as perform, express, and represent. Various graphic organizers are provided that support students showing their understanding in various ways. For example, there is a four-square graphic organizer, a Venn diagram graphic organizer, a part-part-whole graphic organizer, and more found in the "Student Activities" section. The "Student Activities" section is located by scrolling down to the "Instructional Resources" section and selecting "Graphic Organizers" where there are 13 blank graphic organizers to choose from.

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	Materials do not include guidance to support educators.	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.

Materials include explicit prompts and guidance for educators to build knowledge by activating prior knowledge. Each lesson includes this in the "Engage" portion of the lesson plan teacher guide. For example, in Lesson 1: "Defining and Evaluating Functions," teachers are instructed to project two separate questions from the grade 8 prerequisite TEKS. They are then given guiding questions to utilize with a Think-Pair-Share collaborative strategy, along with common misconceptions to be mindful of and utilize as appropriate.

Each lesson includes a detailed "Teacher Guide" with suggestions for lesson implementation that includes guiding questions and common misconceptions. The materials include explicit prompts and guidance. For example, in Lesson 3: "Rate of Change" under the "Suggested Activities-Explore," the plan suggests to "Assign students to cooperative pairs (partners) for various activities throughout this lesson."

In the same lesson under "Explain," the prior knowledge of students is activated on slopes through think/pair and share. The "Structure" bullet states:

Show the videos to the whole class.

Have students use THINK-PAIR-SHARE to answer the questions.

Review questions as a whole class.

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

Materials include educator guidance for effective lesson delivery and facilitation using various instructional approaches. The "Implementation Guide" includes a table of 13 cooperative learning strategies that teachers are encouraged to utilize at various times throughout each lesson.

The teacher guide provides explicit direction for effective lesson delivery by including detailed lesson plans with step-by-step instructions, suggested pacing, and differentiation strategies for each lesson. Each lesson plan includes a detailed "Educator Guidance" with suggestions for lesson implementation that includes guiding questions and common misconceptions with suggested strategies such as cooperative learning. For example, in Lesson 2: "Function Key Features and Transformations," the "Engage" section under "Suggested Activities" states:

Activate prior knowledge of:

Transformations on the coordinate plane.

Describing transformations using algebraic expressions.

Use THINK-PAIR-SHARE to have the students answer and discuss both questions in pairs.

Verify answers and clarify questions as a whole class.

Common Misconceptions

Students may mix up the reflection over the x- and y-axis equations.

Students may confuse the sign indicating the movement from the preimage to the image.

Guiding Questions

What are the coordinates of the reflected points? What equation can be used to get the reflected coordinate?"

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

Materials include guidance to support educators in providing timely feedback during lesson delivery. Each lesson guide includes prompts and questions within each of the 5E model portions. This provides teachers with the opportunity to assess students' understanding and address any misconceptions before moving forward, or within a future portion of the lesson as appropriate. For example, in Lesson 3: "Rate of Change," the presentation guide is broken into three sections with specific misconceptions to look for and questions to ask during each one.

The lesson plans include the slides which indicate where the teacher should provide the student handout so that the student can follow along. For example, in Lesson 7: "Solve Linear Equations," the Engage section states: "Pause the slideshow on slide 13. Give each student a copy of the second student handout: Student Handout 2: Practice Solve Linear Equations. This handout corresponds to slides 13 through 28 of the slideshow."

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

The materials offer enrichment and extension methods, such as videos for different learners and assignment tools that generate questions aligned to domains, standards, and DOK levels. These resources allow teachers to differentiate practice and extend learning. However, the materials do not provide explicit implementation guidance—such as step-by-step strategies, sample lesson integrations, or recommendations for monitoring student progress.

For example, in Lesson 5: "Sequences," the "Additional Activities for Intervention and Enrichment" section provides videos and follow-up questions for students at different learning levels. While these activities support differentiation, the materials do not include guidance for teachers on how to integrate them into lessons, adjust pacing, group students, or use student responses to plan future support or enrichment.

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

Materials include guidance to support educators in providing timely feedback during lesson delivery. Each lesson guide includes prompts and questions within each of the 5E model portions. This provides teachers with the opportunity to assess students' understanding and address any misconceptions before moving forward, or within a future portion of the lesson as appropriate. For example, in Lesson 3: "Rate of Change," the presentation guide is broken into three sections with specific misconceptions to look for and questions to ask during each one.

Materials include prompts to support educators in providing timely feedback during lesson delivery. In "Assessment/Assignment Center > Assessment Bank," when assigning assessments or assignments digitally, teachers are given the option of if/when to allow students to view item details, and some assignments allow teachers to give multiple attempts for missed items.

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 include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary through oral discourse. Materials do not include embedded guidance for teachers to support emergent bilingual students in making cross-linguistic connections through oral discourse. The materials do not include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary through written discourse. The materials do not include embedded guidance for teachers to support emergent bilingual students in making cross-linguistic connections through 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.

Materials do include educator guidance on providing and incorporating linguistic accommodations for all levels of language proficiency. For example, "Cooperative Learning Strategy Guide with Embedded Support for ELLs" under "Linguistic Accommodations for Language Proficiency Levels" states:

Beginning—Have the student use simple sentence starters such as:

"The two things both . . . " or

"Thing A has . . . " or "Thing B has . . . " or

"The two things are different because . . . "

Intermediate—Have the student use sentence frames like

"One way the things are alike is . . . " or

"Thing A has . . . and thing B does not."

In addition to this, there are relevant cooperative learning strategies in each lesson plan so that teachers have quick access to guidance on implementing the cooperative learning strategies used in the lesson.

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.

Materials include implementation guidance to support educators in effectively using the materials in state-approved bilingual/ESL programs by incorporating cooperative learning structures. The materials include multiple structures through the "Engage" portion of each lesson that support students in engaging with the content.

Materials include implementation guidance to support educators in effectively using the materials in state-approved bilingual/ESL programs by including specific ELPS to incorporate in each lesson document.

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.

Materials include embedded guidance to support emergent bilingual (EB) students in increasing comprehension through written and oral discourse. For example, in Lesson 2: "Function Key Features and Transformations," during the "Engage" portion of the lesson, students begin practicing by taking turns solving with a partner (Rally Robin), then working the problem out individually and comparing answers (Discuss and Do), and finish their practice with an independent digital assignment. Materials include embedded guidance to support emergent bilingual students in building background knowledge through written and oral discourse through the "Engage" portion of the lesson. This portion specifically focuses on

activating prior knowledge and often directs teachers to utilize the Think-Pair-Share cooperative learning structure with guidance to "have the students answer and discuss both questions in pairs."

Materials do not include embedded guidance for teachers to support EB students in developing academic vocabulary or making cross-linguistic connections, through neither oral nor 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.

Materials include practice assignments within the lesson plan that require students to demonstrate a depth of understanding aligned to the TEKS. For example, in Lesson 3: "Rate of Change," students are tasked with determining the rate of change from given information and describing what it means within the context of the problem. They are asked to do this with multiple representations. There are practice opportunities throughout learning pathways (including instructional assessments) requiring students to demonstrate depth of understanding aligned to the TEKS. For example, the slides show the students the concept, ask them to demonstrate their knowledge, and then the student can click through the slides to reveal the answers.

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.

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 lesson plans contain a section labeled "Additional activities for Intervention and Enrichment." The advanced learners contain items that are in other subjects, like Algebra 2. For example, in Lesson 1: "Defining and Evaluating Functions," there is a section labeled "Additional Activities for Intervention and Enrichment." For the advanced learner, there are two videos here that are related to Algebra 2, which are: "Domain and Range of Functions" and "Polynomials: Domain and Range."

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.

Materials demonstrate coherence across concepts horizontally within the grade level by connecting patterns, big ideas, and relationships. In Algebra I, Lesson 4: "Write Linear Equations," students build on their understanding of linear functions developed in Lessons 2 and 3 by learning how to write linear equations in various forms, including slope-intercept, point-slope, and standard form. They apply this knowledge to generate equations from different types of information, including graphs, tables, and verbal descriptions. Additionally, students learn how to write equations of lines that are parallel or perpendicular to a given line, further deepening their understanding of linear relationships and geometric connections.

4.2b – Materials demonstrate coherence vertically across concepts and grade bands, including connections from grades 3–12, by connecting patterns, big ideas, and relationships.

Materials demonstrate coherence vertically across concepts and grade bands, including connections from prior grades, by connecting patterns, big ideas, and relationships. The "Scope and Sequence" document lesson summaries include statements indicating vertical alignment, such as "Building on their prior knowledge from eighth grade, students . . ." from Lesson 1. Each lesson plan has a "Vertical Alignment" section. Understanding what students were previously taught in the "Looking Back" section helps frame the context for what they are about to learn, and they are directly associated with the activities in the "Engage" section for activating prior knowledge.

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.

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, but not in future grade levels. For example, in Lesson 3: "Rate of Change," the "Teacher Guide" identifies when students are using prior knowledge ("Students will recall their previous knowledge about slope.") and how they are to apply that to the new learning in working with equations in various forms ("Students will

learn how to find the slope given an equation in three different forms.") Each lesson plan has an "Activate Prior Knowledge" section that identifies these concepts. For example, in Algebra I, Lesson Plan: "Solve Linear Equations," "Students will activate prior knowledge of direct variation . . . then students will learn about literal equations and how to solve for a specific variable."

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.

Materials provide spaced retrieval opportunities with previously learned skills across learning pathways. For example, in Lesson 8: "Write and Graph Systems of Linear Equations," the "Engage" portion requires students to activate prior knowledge utilizing the skills of reading and understanding a graph.

In Lesson 16: "Solve Quadratic Equations," students learn to solve quadratic equations and there is a warm-up question that asks students to recall factoring simple quadratics, such as x^2+3x–10, before moving to solving a quadratic function by factoring and then exploring solving quadratic equations with square roots, completing the square, and then transitioning to a problem applying the quadratic formula.

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

Materials provide interleaved practice opportunities with previously learned concepts across learning pathways. For example, in Lesson 9: "Solve Systems of Linear Equations," students are shown how to solve the systems through substitution and elimination, and are then given the opportunity to solve without noting a specific method.

In Lesson 19: "Transform Quadratic Functions," under the "Engage" section, there are questions that are based on the older TEKS. For this lesson, the teacher displays a graph with two shapes, and the students are asked about "Which algebraic rule describes the transformation?" This is an eighth grade TEKS question.

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	Questions and tasks do not provide opportunities for students to create concrete models of mathematical situations; questions and tasks provide opportunities for students to create representations of mathematical situations.	1/2
5.1c	All criteria for guidance met.	1/1
—	**TOTAL**	5/6

5.1a – Questions and tasks provide opportunities for students to interpret, analyze, and evaluate mathematical concepts and complex, real-world situations.

Materials include questions and tasks that provide opportunities for students to interpret, analyze, and evaluate mathematical concepts and complex, real-world situations. For example, Lesson 1: "Defining and Evaluating Functions," the "Explore Defining and Evaluating Functions," question 8 instructs students to determine the domain and range of the real-world problem, requiring them to interpret, analyze, and evaluate all in one problem.

Within the lesson, there are opportunities to interpret, analyze, and evaluate real-world problems. For example, in Lesson 1: "Defining and Evaluating Functions," in the slide deck there is an example of a bakery selling brownies. The problem has the students discuss with each other on how to solve the problem, and then the slide deck walks through the problem using a table and then finding the domain and range.

Materials include questions and tasks that provide opportunities for students to interpret, analyze, and evaluate mathematical concepts and complex, real-world situations. For example, a question from the assessment bank presents a problem where students have to make a prediction given a table of values while staying within the context of the problem. This requires students to interpret, analyze, and evaluate the problem in order to provide a reasonable response.

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

Materials include questions and tasks that provide opportunities for students to create representations of mathematical situations. For example, in Lesson 13: "Graph and Analyze Exponential Functions," a task requires students to create a graphical representation of the given exponential function. Students then

use the graph to answer additional questions. This task is question 8 on the "Explore Graph and Analyze Exponential Functions" handout.

In the slide deck, there are tasks that require students to create a graphical representation of the solution set for a linear inequality. For example, in Lesson 10: "Linear Inequalities," the slide deck includes "Graphing Inequalities," where students are given an inequality and asked to graph the solution set.

The materials do not provide opportunities for students to create concrete models of mathematical situations.

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

Materials include questions and tasks that provide opportunities for students to apply conceptual understanding to new problem situations and contexts. For example, in Lesson 6: "Interpreting Data with Linear Models," students are asked to apply their knowledge of linear functions to the given data, graph the representation, and make a prediction. Another example is in Lesson 7: "Solve Linear Equations," where students are asked to determine if a specific temperature would be considered a fever, given necessary information. Students must apply their knowledge of solving equations to find a solution and then use reasonableness within the context of the problem to provide an answer.

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.

Materials provide tasks that are designed to build student automaticity necessary to complete grade-level mathematical tasks. Lessons include student practice applying the same skills within the context they were learned. For example, in Lesson 4: "Write Linear Equations," students are given tasks to write equations and determine the slope from various forms. Enough practice is provided to help students reach automaticity.

The "Elaborate" section of the lesson plans provides additional practice opportunities for students to build fluency. Students have the option to complete their study plan or complete teacher-selected problems in the platform. For example, in Lesson 4: "Write Linear Equations," the teacher can create an assignment based on the topics identified A2B, A2C, A2E and name it "Write Linear Equations." Then the teacher can log in as a student, attempt the assignment, and after the assignment is submitted, the platform suggests items for practice based on the results with videos and a practice set that builds students' automaticity and fluency.

Materials provide tasks that are designed to build student fluency necessary to complete grade-level mathematical tasks. The "Implementation Guide" includes a Discuss and Do cooperative learning strategy that teachers are encouraged to utilize at various times throughout each lesson. This strategy requires students to "Talk about the situation with your partner. Work out the problem on your own. Compare answers with your partner."

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

Materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures throughout learning pathways. For example, in Lesson 16: "Solve Quadratic Equations," the Think-Pair-Share cooperative learning strategy is used to provide students with an opportunity to discuss and determine efficient solutions to solving a quadratic equation. Question 3 then continues with supporting efficiency, flexibility, and accuracy by providing four questions for students to determine which strategy to use when solving the equations.

Materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures throughout learning pathways. The "Implementation Guide" includes a Discuss and Do cooperative learning strategy that teachers are encouraged to utilize at various times throughout each lesson. This strategy requires students to "Talk about the situation with your partner. Work out the problem on your own. Compare answers with your partner."

The 5E structure of the lesson plans provides opportunities for students to practice efficient, flexible, and accurate mathematical procedures. Students are guided to activate prior knowledge, explore concepts through cooperative learning strategies, formalize understanding with video and practice questions, practice content they have learned on the platform, and demonstrate understanding through a formative assessment. In Lesson 4: "Write Linear Equations," students activate prior knowledge of identifying the slope and y-intercept from a graph and writing a linear equation in slope-intercept form given a graph. Students then work with partners to complete a student handout before proceeding to watch a video on "Linear Functions: Writing Equations and Slopes of Parallel and Perpendicular Lines." They then have the option to practice further through the study plan in the online platform and complete assessments.

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

Materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy throughout learning pathways. For example, in Lesson 7: "Solve System of Linear Equations," students practice solving a word problem using systems of equations and show the solution using two methods: substitution and elimination. In Lesson Plan: "Solve Systems of Linear Equations," a question asks: "At a movie theater, 2 adult tickets and 2 child tickets cost $24. One adult ticket and 2 child tickets cost $17." The students must write the equation and then solve using substitution and elimination.

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

Materials contain guidance to support students in selecting increasingly efficient approaches to solve mathematical problems. For example, in Lesson 16: "Solve Quadratic Equations," the Think-Pair-Share cooperative learning strategy is used to provide students with an opportunity to discuss and determine efficient solutions to solving a quadratic equation. Question 3 then continues with supporting efficiency by providing four questions for students to determine which strategy to use when solving the equations.

Materials contain guidance to support students in selecting increasingly efficient approaches to solve mathematical problems. The "Implementation Guide" includes a Discuss and Do cooperative learning strategy that teachers are encouraged to utilize at various times throughout each lesson. This strategy

requires students to "Talk about the situation with your partner. Work out the problem on your own. Compare answers with your partner."

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	The materials do not include questions and tasks that provide opportunities for students to use concrete models, as required by the TEKS.	2/3
5.3c	The materials do not include support for students in connecting concrete models to abstract (symbolic, numeric, algorithmic) concepts, as required by the TEKS. Materials do not include support for students in creating concrete models to abstract (symbolic, numeric, algorithmic) concepts, as required by the TEKS. The materials do not include support for students in defining and explaining concrete models to abstract (symbolic, numeric, algorithmic) concepts, as required by the TEKS.	3/6
—	**TOTAL**	7/11

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

The materials explicitly state how the conceptual and procedural emphasis of the TEKS are addressed. The materials provide educators with direction for incorporating reasoning, problem-solving, and skill mastery, fostering students' comprehension of concepts and procedures. For example, in Lesson Plan 6: "Interpreting Data with Linear Models," guidance for conceptual learning is evident in the objectives, stating that, "Students will recall how data in a scatterplot can show a relationship." and "Students will learn about the correlation coefficient and what the value represents." The objectives also show procedural learning by stating that "Students will use technology to calculate the correlation coefficient." and "Students will write, without technology, equations that provide a reasonable fit to data to estimate solutions."

Materials explicitly state how the conceptual and procedural emphasis of the TEKS are addressed through the "Teacher Guide" section of the lesson outline. For example, in Lesson 2: "Function Key Features and Transformations," bullet 3a of the "Engage" section begins the implementation guidance for conceptual learning and states, " . . . goes through graphing and finding the key features of functions" and 3b " . . . goes through the different transformations of linear functions." Both statements support conceptual learning.

The materials support procedural learning through these statements: 3a: "Students will graph a linear function using the intercepts and using the slope and the y-intercept" and 3b: "Students will determine the effects on the graph of the parent function when changes are made to the equation."

5.3b – Questions and tasks provide opportunities for students to use concrete models, pictorial representations, and abstract models as required by the TEKS.

Materials include questions and tasks that provide opportunities for students to use pictorial representations and abstract models during multiple portions of the 5E lesson cycle. For example, in Lesson 17: "Domain and Range of Quadratic Functions," the student handout asks students to determine the domain and range from a graph (pictorial), and then from an equation (abstract).

Materials include questions and tasks that provide opportunities for students to use concrete models. For example, in Lesson 13: "Graph and Analyze Exponential Functions," a task requires students to create a graphical representation of the given exponential function. Students then use the graph to answer additional questions. This task is question 8 on the "Explore Graph and Analyze Exponential Functions" handout.

In another example, in Lesson 8: "Write and Graph Systems of Linear Equations," the slideshow prompts students to "graph and identify the solution . . . " to determine the time that "two bikers will be the same distance from the starting point" (pictorial). The "Learning Snapshot" prompts students to determine the solution when given an equation and verbal description in question two (abstract).

Materials do not include questions and tasks that provide opportunities for students to use concrete models as required by the TEKS.

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

Materials include support for students in connecting and creating representational models to abstract (symbolic/numeric/algorithmic) concepts by providing students with opportunities to make connections through exploration and practice activities. For example, in Lesson 8: "Write and Graph Systems of Linear Equations," students are prompted to connect the number of possible solutions to a system of equations and their graphical representations—intersecting lines have one solution, parallel lines have no solutions, and same lines have infinite solutions (connecting). Students are then asked to create equations and graphs given a different representation (creating).

Materials include support for students in connecting and defining/explaining representational models to abstract (symbolic/numeric/algorithmic) concepts through guided questioning. For example, in Lesson 18: "Graph and Analyze Quadratic Functions," teachers are provided with several questions to present to students including: "How are the factors of a quadratic expression connected to the x-intercepts of its graph?" (connecting) and "How does the sign of the leading coefficient affect the graph of a quadratic function?" (defining/explaining). Through these questions, students are able to connect and either define and/or explain the model to an abstract concept.

Materials do not include support for students in connecting concrete models to abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS. Materials do not include support for students in creating concrete models to abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS.

Materials do not include support for students in defining and explaining concrete models to abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS.

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.

Digital materials provide opportunities for students to develop their academic mathematical language using visuals, manipulatives, or other language development strategies. For example, in Lesson 2: "Function Key Features and Transformations," students are instructed to, "Describe the steepness of the graph of g(x) compared to f(x) and any other transformation that occurred from f(x) to g(x)." Several visuals (graphs) are provided within the practice to support this learning and the ability for students to use academic vocabulary in their response.

In another example in Lesson 8: "Write and Graph Systems of Linear Equations," students are instructed to complete sentence stems showing their understanding of the given vocabulary aligned to the concept. Several visuals (graphs) are provided within the practice as students are interacting with the vocabulary.

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.

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

For example, in Lesson 3: "Rate of Change," in the "Explain Section," it shows the following:

Have students complete the following sentence stems to support the development of

academic vocabulary:

"When a linear function is in slope-intercept form, I can identify the slope as ___."

"When a linear function is in standard form, one way to find the slope is to ___."

(highlight multiple points of entry within student responses, such as graph the

line, create a table, rewrite the equation, etc.)

"Slope and rate of change are alike because ___."

"Slope and rate of change are different because ___."

The materials include embedded educator guidance to scaffold, support, and extend students' use of academic mathematical vocabulary. The product includes sentence stems and vocabulary lists that support educators build academic vocabulary when communicating with peers and educators.

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

Materials do include embedded guidance to support student application of appropriate mathematical language and academic vocabulary in discourse. This includes teacher guides within the "Teacher Slideshow" with targeted questions that prompt students to explain concepts like evaluating, using precise language, as well as scripted think, pair, share activities and bell ringers designed to activate prior knowledge and encourage vocabulary use. Sentence stems and slideshow prompts help scaffold student communication by modeling academic language and fostering structured discussions. Teacher guidance within the lesson plan's "Explain" section also includes real-time questioning strategies during tasks, encouraging students to articulate reasoning clearly and use correct terminology in context.

For example, in Lesson 1: "Defining and Evaluating Functions," in the "Teacher Guide," under "Implementation," it states: "Ask: What is the "vertical line test," and how does it help determine if a graph represents a function?" and "Ask: What is the difference between domain and range?" In the slide deck of the same lesson, "Functions: Domain and Range," prompts the students to "Discuss what the domain and range of a function is."

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

Materials do include embedded guidance to facilitate mathematical conversations, allowing students to hear math language with peers. The lesson plans include a section for "Questions to Ask students" in "Discuss and Do Portions." These questions provide educator guidance to facilitate mathematical conversations, allowing students to hear math language with peers. In the Lesson 3: "Rate of Change" student handout, there is an activity named Finger Vote. The directions state: "Analyze the question on your own & determine the answer. When I say '1–2–3-VOTE,' each person must hold up one to four fingers on one hand to vote for the answer you think is correct. Be prepared to share WHY you picked that graph."

In Lesson 8: "Write and Graph Systems of Linear Equations", there is a student practice named: "Practice Write and Graph Systems of Linear Equations." The directions state: "Partners: Talk about the situation,

work it out on your own, then compare your answers." The first question gives the student one of the equations in the system and asks the student to "Match the statement about the second equation with the statement that is true about the solution to the system of equations." The second question gives the student a scenario where the students will need to create their own system of equations.

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.

Materials include embedded guidance to anticipate a variety of student answers, including exemplar responses to questions and tasks, including guidance to support inaccurate student responses. When working in their study plan, students are given text explanations to wrong answers: "When students miss items in their Study Plan, a text explanation will provide the student with immediate feedback that will help walk them through the problem-solving process."

Materials include embedded guidance to anticipate a variety of student answers, including exemplar responses to questions and tasks, including guidance to inaccurate student responses. Common misconceptions are provided in the "Teacher Guide" section of each lesson and are sometimes included within the specific "Implementation" of the lesson. For example, in Lesson 19: Transform Quadratic Functions," the following guidance is given: "Misconception: Some students may struggle to recognize that h is the opposite sign in (x−h), leading to errors in identifying the vertex." (3.a)

The materials include embedded guidance to anticipate a variety of student answers, including exemplar responses to questions and tasks. For example, "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. The 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.

Digital materials have TEKS process standards integrated appropriately. The "Scope and Sequence" document includes a chart identifying which process TEKS are integrated into each lesson. The chart indicates that all process TEKS will be incorporated over the entirety of the lessons, but not all process TEKS are in each lesson.

The teacher slideshow for the lesson includes activities aligned to one or more of the process standards. For example, in Lesson 19: "Transform Quadratic Functions," students are given two equations and are told to "work with your partner" to describe the transformation. This requires students to communicate mathematical ideas and analyze mathematical relationships.

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

Digital materials include a description of how process standards are incorporated and connected throughout the learning pathways. The "Scope and Sequence" document includes a chart identifying which process TEKS are integrated into each lesson. The chart indicates that all process TEKS will be incorporated over the entirety of the lessons, but not all process TEKS are in each lesson.

The "Implementation Guide" describes the intent of utilizing the cooperative learning structures to support engagement with both the content and process standards.

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

Digital materials include an overview of the TEKS process standards incorporated into each lesson. The lesson documents are formatted so that integrated process standards are listed within the beginning pages of each lesson. For example, in Lesson 5: "Sequences," in the section labeled "Standards," it states the following TEKS:

"Algebra I Content:

A.12(C) Identify terms of arithmetic and geometric sequences when the sequences are given in function form using recursive processes. (S)

A.12(D) Write a formula for the nth term of arithmetic and geometric sequences, given the value of several of their terms. (S)"

The "Scope and Sequence" document includes a chart identifying which process TEKS are integrated into each lesson. The chart indicates that all process TEKS will be incorporated over the entirety of the lessons, but not all process TEKS are in each lesson.

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.

Digital materials provide opportunities for students to think mathematically, persevere through solving problems, and to make sense of mathematics. For example, in Lesson 9: "Solve Systems of Linear Equations," students are instructed to Discuss and Do! "Partners: Talk about the situation, work it out on your own, then compare your equations." to think mathematically and make sense of mathematics. Students also complete an activity using the Rally Robin cooperative learning structure: "Take turns doing each step. Once you agree, record the steps that your partner just did on your paper." (persevere through solving problems).

In another example, in Lesson 18: "Graph and Analyze Quadratic Functions," students are tasked with creating "a graph that represents a quadratic function that has no real zeros." There is not one correct answer nor one correct way to get to an answer (think mathematically, make sense of mathematics).

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

Materials support students in understanding that there can be multiple ways to solve problems and complete tasks. For example, in Lesson 18: "Graph and Analyze Quadratic Functions," students are tasked with creating "a graph that represents a quadratic function that has no real zeros." There is not one correct answer nor one correct way to get to an answer.

Materials support students in understanding, explaining, and justifying that there can be multiple ways to solve problems and complete tasks. For example, in Lesson 16: "Solve Quadratic Equations," students are instructed to "Choose a method and solve the quadratic equation. Explain why you chose the method." (understanding and explaining) They are then comparing their work with a partner, which allows them to go through the justification process.

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.

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. For example, in Lesson 9: "Solve Systems of Linear Equations," students complete cooperative learning structures that require them to do and discuss math with peers (Discuss and Do!). The materials also provide an opportunity for students to write about their solutions by providing a sentence stem.

Another example, in Lesson 12: "Create Exponential Functions," students are required to "discuss with your partner," solve a problem, and then write about their answers, "What do the values represent in the function?"

In the slide deck of Lesson 9, an example gives information about movie tickets. The question then asks to find the price of each ticket. The slide shows how to make the two equations necessary to solve the problem and then gives the step-by-step process for both Substitution and Elimination methods. Students then do Rally Coach and Player. Students are given four different systems and are told that one student does the problem while the other student gives hints, redirection, or affirmation.

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.

Materials support educators in guiding students to share their problem-solving approaches, including explanations, arguments, justifications, and multiple points of entry. The "Implementation Guide" includes 13 cooperative learning structures that together support educators in guiding students to share their problem-solving approaches. Some examples include: Discuss and Do (explanations), Finger Votes (arguments and justifications), and Rally Coach and Player (multiple points of entry).

In another example in Lesson 7: "Solve Linear Equations," teachers are provided with guided questions that are embedded within the different portions of the 5E lesson model. These questions guide students to share their problem-solving approaches. A few examples include: "Ask: How do you determine the steps needed to solve a linear equation?" (explanations) and "Ask: Why might it be helpful to rewrite a formula in terms of a different variable?" (arguments).

Materials do support educators in guiding students to reflect on their problem-solving approaches, including explanations, arguments, justifications, and multiple points of entry. In the lesson plans, there is a document titled "Learning Snapshot Reflection" where there are questions that have students reflecting on various approaches, explanations, arguments, and justifications. For example, question 3 states, "Choose one problem you solved correctly. Explain your problem-solving approach. How could you demonstrate that your solution is valid to someone who approached the problem in a different way?"

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

Each lesson plan has a section for common misconceptions, guiding questions, prompts, and guidance in providing explanatory feedback for anticipated student responses. For example, in Lesson 1: "Defining and Evaluating Functions," under the "Engage" section of the lesson plan, there are two sections, "Common Misconceptions" and "Guiding Questions." For this lesson, they state:

Common Misconceptions

Students may think that a function cannot have repeated x-values or repeated y-values.

Students may get confused and think that a function can have repeated x-values, but cannot have repeated y-values.

Students may not know that an open circle represents a boundary, but that value is not part of the solution.

Students may think a gap is the reason that the graph is not a function.

Guiding Questions.

Can the x-values be "re-used" in a function?

Can the y-values be "re-used" in a function?

How can you tell if a graph is a function?

What does an open circle on a graph mean?

How can you tell if a mapping represents a function?"

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.

Educators are supported with embedded guidance on addressing common misunderstandings like confusing place values or misapplying keywords in word problems. Slideshows include suggestions for addressing student thinking, such as validating different visual representations or recommending manipulatives to clarify abstract concepts. This helps teachers provide meaningful, corrective feedback aligned to student needs.