

Essentials Skills Software Inc.

Supplemental Spanish Mathematics, K

Complete Spanish Math K-1, Grade K

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	9781989886359	Digital	Adaptive

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
63.64%	88	92	Flags Addressed	Not Applicable	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	1 out of 18	6%
2. Progress Monitoring	1 out of 23	4%
3. Supports for All Learners	0 out of 33	0%
4. Depth and Coherence of Key Concepts	0 out of 16	0%
5. Balance of Conceptual and Procedural Understanding	4 out of 38	11%
6. Productive Struggle	0 out of 19	0%

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)	1	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	Materials do not include an alignment guide outlining the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and concepts covered.	0/4
1.1b	Materials do not include usage recommendations and strategies for effective educator use in the provided implementation guides.	1/3
1.1c	Materials do not include a TEKS correlation guide with recommended skill entry points based on diagnostic assessment results.	0/2
1.1d	Materials do not include protocols with corresponding guidance for unit and lesson internalization.	0/2
1.1e	Materials do not include resources and guidance for instructional leaders to support educators with implementing the materials as designed.	0/2
—	TOTAL	1/13

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 do not include an alignment guide outlining the TEKS, ELPS, and concepts covered.

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Instructional Videos" tutorial page, but none of the videos cover an alignment guide.

In the tutorial page, educators can access the "Online Manual, Teaching & Practice Software," but the manual does not include an alignment guide.

In the "Teacher Dashboard," teachers can access a scope and sequence for *Complete Math, Grade K–1 (English)*, but a scope and sequence is not provided for *Complete Spanish Math, Grade K–1*.

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

The materials include an implementation guide in the *Essential Skills, Complete Spanish Math, Grade K–1* Instructional Videos tutorial page. Video tutorials include: "Getting Started," "Student Login," "Reports," "Assignments Overview," "Pre-Tests," "Post-Tests," "Custom Assignments," and "Setting Favorite Programs."

In the tutorial page, educators can access the "Online Manual, Teaching & Practice Software," but the manual does not provide program usage recommendations for adapting to meet student needs in various contexts.

The "Online Manual" includes sections "Using the Program" and "Using the Teacher Dashboard," but does not provide specific strategies for educator practices.

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

Essential Skills, Complete Spanish Math, Grade K–1 provides an "Instructional Videos" tutorial page, but none of the videos cover a TEKS correlation guide.

In the tutorial page, educators can access the "Online Manual, Teaching & Practice Software," but the manual does not include a correlation guide with recommended entry points.

In the "Teacher Dashboard," teachers can access a scope and sequence, but it is not aligned to the TEKS for *Complete Spanish Math, Grade K–1*.

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

Essential Skills, Complete Spanish Math, Grade K–1 provides an "Instructional Videos" tutorial page, but none of the videos cover unit and lesson internalization.

In the tutorial page, educators can access the "Online Manual, Teaching & Practice Software," but the manual does not provide teachers clear steps or expectations for how educators should internalize units and lessons.

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

Essential Skills *Complete Spanish Math, Grade K-1* provides an "Instructional Videos" tutorial page, but none of the videos cover resources or guidance for instructional leaders to support educators with implementing the materials as designed.

In the tutorial page, educators can access the "Online Manual, Teaching & Practice Software," but the manual does not provide frameworks or tools for instructional leaders to monitor teacher implementation.

1.2 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	This guidance is not applicable to the program.	N/A
1.2b	Materials do not include detailed lesson overviews with learning objectives, lesson components with suggested time frames, and assessment resources aligned with the TEKS and ELPS.	0/3
1.2c	Materials do not include support for families in Spanish for each unit, with suggestions on supporting the progress of their students.	0/2
—	TOTAL	0/5

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.

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

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.

In the "Teacher Dashboard," teachers can access a scope and sequence, but it is not aligned to the TEKS for *Complete Spanish Math, Grade K–1*.

Complete Spanish Math Grade K–1 provides an "Online Manual, Teaching & Practice Software," but it does not include lesson components with suggested time frames or time allocations. For example, the section titled "Using the Program" states, "It is advised that students work on the program for at least 20–30 minutes, three times per week to receive the full benefits of the software." The materials are missing suggested pacing for individual lesson components.

In the "Teacher Dashboard," educators can access a variety of reports like: "Skill Report," "Activity Report," "Unit Report," "Hot-Spot Report," "Pre-Test Report," "Post-Test Report," and "Mastery Report." However, none of these reports include assessment resources aligned with the TEKS.

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

In the "Teacher Dashboard," educators can click on the "Resources" tab to access the "Spanish Parent/Guardian Letter," which is a printable letter to send home with students, including access instructions for families. The letter states, "As part of our school subscription, we are able to provide your child with access to these fantastic learning resources at home! We hope that you will take advantage of

this opportunity to help further your child's educational development." Then, it provides login instructions including "School ID," "Username," "Password," and a phone number for technical support. The materials do not include suggestions on supporting the progress of their students.

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	Materials do not include the intended purpose for the types of instructional assessments.	1/2
2.1b	Materials do not include guidance to ensure consistent and accurate administration of instructional assessments.	0/2
2.1c	Materials do not include printable versions and accommodations that educators can enable or disable to support individual students.	0/4
2.1d	Materials do not include diagnostic assessments with the TEKS-aligned tasks or questions, including interactive item types with varying complexity levels.	0/4
2.1e	Materials do not include a variety of formative assessments with the TEKS-aligned tasks or questions, including interactive item types with varying complexity levels.	0/4
—	TOTAL	1/16

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

Complete Spanish Math, Grade K–1 provides an "Instructional Videos" tutorial page and an "Online Manual, Teaching & Practice Software" that includes the definition for the types of instructional assessments. It defines the pre-tests, post-tests, and module assignments.

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

Complete Spanish Math, Grade K–1 provides an "Online Manual, Teaching & Practice Software" with a section titled "Using the Program" that says, "A good starting point is to provide your students with a brief demonstration of how the program works." It does not include clear guidance to ensure consistent administration of instructional assessments, such as teacher scripts to ensure all students receive the same instructions and testing environment.

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.

Complete Spanish Math, Grade K–1 provides an "Online Manual, Teaching & Practice Software" with a section titled "Using the Teacher Dashboard," but it does not provide any guidance around printable versions or enabling accommodations for students.

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

In the "Teacher Dashboard," teachers can access a scope and sequence for *Complete Math, Grade K–1 (English)*, but a scope and sequence is not provided for *Complete Spanish Math, Grade K–1*. A clear connection between diagnostic assessments to the TEKS is not provided.

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

In the "Teacher Dashboard," teachers can access a scope and sequence for *Complete Math, Grade K–1 (English)*, but a scope and sequence is not provided for *Complete Spanish Math, Grade K–1*. A clear connection between formative assessments to the TEKS is not provided.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	Materials do not include scoring information and guidance for interpreting student performance, including a rationale for each correct and incorrect response.	0/3
2.2b	The materials do not provide guidance for using tasks and activities to respond to student performance on assessments.	0/1
2.2c	Materials do not include tools for teachers or students to track their own progress and growth.	0/2
2.2d	This guidance is not applicable to the program.	N/A
2.2e	Materials do not provide frequent checks for understanding at key points throughout each lesson or activity.	0/1
—	TOTAL	0/7

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

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Instructional Videos" tutorial page, but none of the videos cover scoring information or guidance for interpreting student performance.

In the tutorial page, educators can access the "Online Manual, Teaching & Practice Software," but the manual does not include guidance for educators to analyze the rationale for each correct and incorrect response.

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

Complete Spanish Math, Grade K–1 provides an "Online Manual, Teaching & Practice Software" that provides guidance for the use of included tasks and activities to respond to student trends in performance on assessments.

The section titled "Using the Teacher Dashboard" guides educators on how to access a variety of reports like: Skill Report, Activity Report, Unit Report, Hot-Spot Report, Pre-Test Report, Post-Test Report, and Mastery Report.

The materials provide a report by topic when using activities to respond to student performance based on instructional assessments. For example, based on a student's performance on the pre-test, adaptive materials generate a personalized sequence of recommended tasks or activities. Certain options may be temporarily disabled until the student demonstrates mastery of prerequisite concepts.

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

Complete Spanish Math, Grade K–1 provides an "Online Manual, Teaching & Practice Software" that provides a Teacher dashboard showing student progress; however, there is no guidance for teachers or students to track their own progress and growth.

The section titled "Using the Teacher Dashboard" provides access to a variety of reports like: Skill Report, Activity Report, Unit Report, Hot-Spot Report, Pre-Test Report, Post-Test Report, and Mastery Report; however, the platform does not provide guidance on how to utilize the data from the reports to support students.

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.

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

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

Essential Skills *Complete Spanish Math, Grade K–1* presents all students with the same sequence of activities or tasks and does not adapt in response to student responses on checks of understanding.

The platform presents content in a fixed sequence and does not include embedded formative assessments or adaptive features that adjust instruction based on student performance. Real-time checks for understanding and immediate, personalized feedback are not provided. Instead, incorrect responses are shown at the end of an activity, which students must then repeat.

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	Materials do not 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.	0/1
3.1b	Materials do not include explicit educator guidance for language supports, including pre-teaching and embedded supports for developing academic vocabulary and unfamiliar references in text.	0/4
3.1c	Materials do not include explicit educator guidance for enrichment and extension activities for students who have demonstrated proficiency in grade-level and above-grade-level content and skills.	0/2
3.1d	Digital materials do not include accommodations, including text-to-speech, content and language supports, and calculators that educators can enable or disable to support individual students.	0/3
3.1e	Materials do not 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.	0/2
—	TOTAL	0/12

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.

Essential Skills *Complete Spanish Math, Grade K–1* provides an online platform for students that follows a fixed format and does not change based on student performance. Materials do not provide scaffolded lessons or activities for students who have not yet demonstrated mastery of prerequisite or grade-level skills.

In the tutorial page, educators can access the "Online Manual, Teaching & Practice Software," but the manual does not differentiate between instructional approaches for students who have not yet met grade-level proficiency in concepts or skills.

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.

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Online Manual, Teaching & Practice Software," but the manual does not provide explicit educator guidance on developing new academic vocabulary.

The "Instructional Videos" tutorial page is provided, but the videos do not include explicit educator guidance on language supports for developing academic vocabulary or addressing unfamiliar references in the 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.

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Online Manual, Teaching & Practice Software," but the manual does not provide explicit educator guidance for adapting instruction for students who have demonstrated mastery of grade-level content and skills.

The "Instructional Videos" tutorial page is provided, but the videos do not include guidance to help the teacher identify students who are ready for enrichment or who need additional support.

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.

Essential Skills *Complete Spanish Math Grade K–1* provides an "Online Manual, Teaching & Practice Software," but the manual does not mention built-in accessibility features, configuring accommodations, or enabling any other types of personalized instruction.

The "Instructional Videos" tutorial page is provided, but the videos do not include instructions on how to turn on content and language supports for 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.

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Online Manual, Teaching & Practice Software," but the manual does not provide educator guidance on tailoring student tasks, enabling students to demonstrate their understanding through multiple methods, or approaches.

The "Instructional Videos" tutorial page is provided, but the videos do not include guidance on how to support students in demonstrating their understanding in various ways.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	Materials do not 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.	0/5
3.2b	This guidance is not applicable to the program.	N/A
3.2c	Materials do not include multi-tiered intervention methods for various types of practice and structures, or educator guidance to support effective implementation.	0/3
3.2d	Materials do not include enrichment and extension methods that support various forms of engagement, and guidance to support educators in effective implementation.	0/2
3.2e	Materials do not include prompts and guidance to support educators in providing timely feedback during lesson delivery.	0/2
—	TOTAL	0/12

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.

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Online Manual, Teaching & Practice Software," but the manual does not include educator-facing materials that use explicit prompts and embedded teacher supports that activate prior knowledge and anchor big mathematical ideas.

An "Instructional Videos" tutorial page is provided, but the videos do not include guidance on how to move beyond rote memorization to develop a more conceptual understanding of the mathematical concepts.

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

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

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

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Online Manual, Teaching & Practice Software," but the manual does not include guidance on how to implement multi-tiered interventions,

allowing for a more personalized approach. There are no suggestions for educators to tailor instruction to meet the diverse needs of students based on individual learning levels.

An "Instructional Videos" tutorial page is provided, but the videos do not provide educator guidance to support effective implementation of multi-tiered intervention methods.

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

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Online Manual Teaching & Practice Software," but the manual does not include enrichment and extension methods that support various forms of engagement.

An "Instructional Videos" tutorial page is provided, but the videos do not include guidance to support educators in effective implementation of enrichment and extension methods.

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

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Online Manual Teaching & Practice Software," but the manual does not provide structured prompts that enhance the educator's ability to deliver timely feedback, improve engagement with students, or refine their instructional practices.

An "Instructional Videos" tutorial page is provided, but the videos do not mention how to provide timely feedback to students or explain if the online platform allows educators to provide timely 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	This guidance is not applicable to the program.	N/A
3.3b	This guidance is not applicable to the program.	N/A
3.3c	Materials do not include implementation guidance to support educators in effectively using the materials in state-approved bilingual/English as a Second Language (ESL) programs.	0/1
3.3d	Materials do not include built-in guidance to support emergent bilingual students in learning academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	0/8
3.3e	This guidance is not applicable to the program.	N/A
—	TOTAL	0/9

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.

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

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 because the adaptive Spanish program does not require guidance on providing and incorporating linguistic accommodations.

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

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Online Manual Teaching & Practice Software," but the manual does not address state-approved bilingual/ESL program models, such as dual language immersion, or ESL pull-out programs.

An "Instructional Videos" tutorial page is provided, but the videos do not guide teachers on the principles and essentials of language acquisition programs.

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.

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Online Manual Teaching & Practice Software," but the manual does not include embedded guidance to support students in developing academic vocabulary, increasing comprehension, building background knowledge, or making cross-linguistic connections through oral discourse.

An "Instructional Videos" tutorial page is provided, but the videos do not include embedded guidance to support students in developing academic vocabulary, increasing comprehension, building background knowledge, or making cross-linguistic connections through 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	Materials do not include practice opportunities that require students to demonstrate depth of understanding aligned to the TEKS.	0/2
4.1b	Materials do not include questions and tasks that increase in rigor and complexity, leading to grade-level and above grade-level proficiency in the mathematics TEKS.	0/4
—	TOTAL	0/6

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

Complete Spanish Math, Grade K–1 does not have a scope and sequence with learning objectives aligned with the TEKS.

Essential Skills *Complete Spanish Math, Grade K–1* provides an Instructional Videos tutorial page, but none of the videos mention the TEKS.

In the tutorial page, educators can access the "Online Manual Teaching & Practice Software," but the manual does not reference how practice opportunities demonstrate depth of understanding aligned to the TEKS.

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.

Complete Spanish Math, Grade K–1 does not have a scope and sequence with learning objectives aligned with the TEKS.

Essential Skills *Complete Spanish Math, Grade K–1* provides an Instructional Videos tutorial page, but none of the videos mention the TEKS.

In the tutorial page, educators can access the "Online Manual Teaching & Practice Software," but the manual does not reference how questions and tasks increase in rigor and complexity, leading to grade-level and above grade-level proficiency in the mathematics TEKS.

4.2 Coherence of Key Concepts

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.2a	Materials do not demonstrate coherence across concepts horizontally within the grade level.	0/1
4.2b	Materials do not demonstrate coherence vertically across concepts and grade bands by connecting patterns, big ideas, and relationships.	0/1
4.2c	Materials do not 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.	0/4
—	TOTAL	0/6

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

Complete Spanish Math, Grade K–1 provides an "Online Manual, Teaching & Practice Software," but it does not include educator guidance on how to reinforce concepts.

4.2b – Materials demonstrate coherence vertically across concepts and grade bands, including connections from grade K–6, by connecting patterns, big ideas, and relationships.

Complete Spanish Math, Grade K–1 provides an "Online Manual, Teaching & Practice Software," but it does not include educator guidance on how to use vertical strategies to link earlier and more advanced 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.

Complete Spanish Math, Grade K–1 provides an "Online Manual, Teaching & Practice Software," but it does not include educator guidance on how to scaffold questions or activities to support students in making connections to previously learned concepts.

There is no clear evidence that the materials introduce concepts intended for future grade levels.

The materials include activities and types of questions that are limited to grade-level or below grade-level expectations.

4.3 Coherence and Variety of Practice

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

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

Complete Spanish Math, Grade K–1 provides an "Online Manual, Teaching & Practice Software," but it does not include educator guidance on how to review previously learned skills or concepts across learning pathways and focuses only on current learning.

The materials do not include educator guidance on continuous assessment of student progress to assist in adjusting teaching strategies as needed.

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

Complete Spanish Math, Grade K–1 provides an "Online Manual, Teaching & Practice Software," but it does not include educator guidance on how to teach students to switch between different types of problems and strategies.

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	Materials do not provide opportunities for students to analyze or evaluate models and representations for mathematical concepts and situations.	1/3
5.1b	Materials do not provide opportunities for students to create concrete models to represent mathematical situations.	1/2
5.1c	Materials do not contain questions and tasks that provide opportunities for students to apply conceptual understanding to new problem situations and contexts.	0/1
—	TOTAL	2/6

5.1a – Questions and tasks provide opportunities for students to interpret, analyze, and evaluate models and representations for mathematical concepts and situations.

Complete Spanish, Math K-1 allows students to interpret models such as the "Rainy Days Graphing Activity." Students are shown a pictograph of the number of days it has been raining in certain months, and then are required to answer questions such as, "How many rainy days were there for summer?"

Complete Spanish Math, K-1 shows students different types of graphs and pictorials to interpret numbers and money concepts.

The materials do not include opportunities for students to analyze and evaluate models and representations for mathematical concepts and situations.

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

Complete Spanish Math, Grade K-1 includes activities in which students listen to a dictation of a pattern, then they match a concrete model. The materials do not include opportunities for students to create concrete models; students only interpret them.

The materials include questions and tasks that provide opportunities for students to create pictorial representations for mathematical situations. For example, in the activity "Learning to Subtract 4 to 6," the student analyzes two boxes with pictorial objects placed in the top box. The student is then instructed to take away the said amount by clicking on the picture, moving it to the bottom box. After students take away the correct amount, they type the number to represent how many are left in the top box.

Complete Spanish Math, Grade K-1 includes activities in which students represent numbers by using an abacus.

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

In the online platform, when navigating to "Numbering," "Money," "American," "Count Quarters," *Complete Spanish Math, Grade K-1* includes activities in which students click on coins to find a given amount; however, the materials do not include opportunities to apply true conceptual understanding through the application of problem-solving in real-world contexts.

In the online platform, when navigating to "Measurement," "Temperature," "Hot Times," "Cold Times," students are asked to interpret a weather graph by identifying how many days will be rainy; however, students do not apply conceptual understanding to demonstrate learning.

5.2 Development of Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.2a	Materials do not include tasks that are designed to build the fluency necessary to complete grade-level mathematical tasks.	1/2
5.2b	Materials do not provide opportunities for students to practice the application of efficient, flexible, or accurate mathematical procedures throughout learning pathways.	0/3
5.2c	Materials do not provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy throughout learning pathways.	0/3
5.2d	Materials do not contain guidance to support students in selecting increasingly efficient approaches to solve mathematics problems.	0/1
—	TOTAL	1/9

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. In the Kindergarten platform, when navigating to Numeration, Mixed Practice, Exercise 1, students work on addition equations to build automaticity in recalling and memorizing their math facts.

Materials do not provide grade-level-specific tasks that are designed to build student fluency in kindergarten. In the Kindergarten platform, when navigating to "Data Management," "Counting," and "Stars," students are provided a picture of colored stars, and must differentiate between them using basic operations to find the difference; however, they are not specific to kindergarten.

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

Materials do not provide opportunities for students to practice the application of efficient mathematical procedures throughout learning pathways. In the online platform, when navigating to Measurement, "Length and Height," "Measure the Height," students apply measurement concepts through visuals; however, they are not prompted or guided to use more efficient strategies.

Materials do not provide opportunities for students to practice the application of flexible mathematical procedures throughout learning pathways. In the online platform, when navigating to the Numeration tab, students select from the following options: "Applying the Numbers," "Learning the Numbers," "Writing the Numbers," "Flashcards," "Count," or "Abacus." Through these activities, students learn to identify numbers in multiple ways, including matching, writing, and counting them. They also practice

auditory recognition and use an abacus. However, students are not prompted or guided to use flexible thinking to solve problems.

Materials do not provide opportunities for students to practice the application of accurate mathematical procedures throughout learning pathways. The online platform does not provide explicit educator guidance on how to maintain accuracy in its implementation of assessments or how to give feedback to students for corrections or failed activities.

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

Materials do not provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy throughout learning pathways; the activities in the online platform do not ask students to explain why they selected a specific procedure or strategy.

5.2d – Materials contain guidance to support students in selecting increasingly efficient approaches to solve mathematics problems.

Complete Spanish Math, Grade K–1 provides an "Online Manual, Teaching & Practice Software," but it does not include educator guidance on how to support students in selecting increasingly efficient approaches to solve mathematics problems.

5.3 Balance of Conceptual Understanding and Procedural Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.3a	Materials do not explicitly state how the conceptual and procedural emphasis of the TEKS is addressed.	0/2
5.3b	Materials do not include questions and tasks that provide opportunities for students to use concrete models, pictorial representations, and abstract models, as required by the TEKS.	0/3
5.3c	Materials do not 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.	0/6
—	TOTAL	0/11

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

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Online Manual, Teaching & Practice Software," but the manual does not explicitly state why or how the conceptual understanding supports the procedural emphasis of the TEKS.

An "Instructional Videos" tutorial page is provided, but the videos do not mention the TEKS.

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

The materials provide tasks requiring students to engage with representations or tools that are not aligned to grade-level content. For example, in Kindergarten, students are not introduced to probability concepts, as these are not part of the TEKS. However, the platform's required activities include problems involving probability.

The materials do not address the TEKS standards.

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.

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Online Manual, Teaching & Practice Software," but the manual does not provide educator guidance on any supports for students in connecting, and creating concrete and representational models to abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS.

An "Instructional Videos" tutorial page is provided, but the videos do not provide educator guidance on any supports for students to define or explain concrete and representational 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	Materials do not include embedded educator guidance to scaffold, support, and extend students' use of academic mathematical vocabulary in context when communicating with peers and educators.	0/2
5.4c	Materials do not include embedded guidance to support student application of appropriate mathematical language and academic vocabulary in discourse.	0/1
5.4d	Materials do not include embedded guidance to facilitate mathematical conversations, allowing students to hear, refine, and use math language with peers.	0/2
5.4e	Materials do not include embedded guidance to anticipate a variety of student answers, including exemplar responses to questions and tasks, and including guidance to support and/or redirect inaccurate student responses.	0/2
—	TOTAL	1/8

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

In the online platform, when navigating to "Numeration," "Learn the Numbers from 0 to 10," then "Color the Objects," students listen to a number being said, and then click on the corresponding number of items to match what they heard. By using visuals—such as objects and one-to-one correspondence—students can connect mathematical terms and concepts to concrete representations.

When navigating to Numeration, Applying Numbers, Abacus, students are provided with the instructions: "Click on two beads until you reach the blue side, and then click when you have moved the total number of beads to the number it represents." As students engage in this activity, they explore the concepts of quantity and number representation by using an abacus as a visual and a manipulative.

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.

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Online Manual, Teaching & Practice Software," but the manual does not include embedded educator guidance to scaffold and support students' use of academic vocabulary in context when communicating with peers and educators.

An "Instructional Videos" tutorial page is provided, but none of the videos include embedded educator guidance to extend students' use of academic vocabulary in context 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.

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Online Manual, Teaching & Practice Software," but the manual does not include embedded guidance to support student application of appropriate mathematical language and academic vocabulary in discourse.

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

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Online Manual, Teaching & Practice Software," but the manual does not include embedded guidance to facilitate mathematical conversations allowing students to hear math language with peers.

An "Instructional Videos" tutorial page is provided, but none of the videos provide embedded guidance to facilitate mathematical conversations allowing students to refine and use math 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.

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Online Manual, Teaching & Practice Software," but the manual does not include embedded guidance to anticipate a variety of student answers, including exemplar responses to questions and tasks.

An "Instructional Videos" tutorial page is provided, but none of the videos provide embedded guidance to support and/or redirect inaccurate student responses.

5.5 Process Standards Connection

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.5a	Materials do not integrate the TEKS process standards appropriately into the materials.	0/1
5.5b	Materials do not include a description of how process standards are incorporated and connected throughout the learning pathways.	0/2
5.5c	Materials do not include an overview of the TEKS process standards incorporated into each lesson.	0/1
—	TOTAL	0/4

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

The materials do not connect the TEKS process standards to the content standards.

Complete Spanish Math, Grade K–1 does not have a scope and sequence aligned with the TEKS.

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Instructional Videos" tutorial page, but the videos do not mention the TEKS.

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

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Online Manual, Teaching & Practice Software," but the manual does not include a description of how process standards are incorporated throughout the learning pathways.

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Instructional Videos" tutorial page, but none of the videos provide a description of how process standards are connected throughout the learning pathways.

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

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Online Manual Teaching & Practice Software," but the manual does not cover the TEKS process standards for each lesson.

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Instructional Videos" tutorial page, but the videos do not provide a table aligning the lessons with content the TEKS, the ELPS, or the TEKS process standards.

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	Materials do not provide opportunities for students to think mathematically, persevere through solving problems, and make sense of mathematics.	0/3
6.1b	Materials do not support students in understanding, explaining, and justifying that there can be multiple ways to solve problems and complete tasks.	0/3
6.1c	Materials are not 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.	0/3
—	TOTAL	0/9

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

The materials include math problems for students to solve, but they emphasize following procedures over developing conceptual understanding. For example, in the subtraction section, students use pictures and standard methods to solve problems, but they are not encouraged to explain their thinking. As a result, students focus on memorizing steps rather than truly understanding the underlying math concepts.

The materials do not provide opportunities for students to review their work, identify errors, and revise their approaches to solving problems.

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

The materials demonstrate that there are multiple ways to solve math problems, but they do not prompt students to explain their reasoning. For example, in the subtraction section (Numbering, Subtraction, "Subtraction from 1 to 3"), students can move objects into boxes, use provided pictures, or follow step-by-step procedures to solve problems. However, they do not explain why they chose a certain method or how they arrived at their answer. As a result, students find the answer and move on without reflecting on or communicating their thinking.

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.

Digital materials only allow students to select an answer. The digital materials lack writing or recording opportunities that would allow students to reflect on or discuss mathematical processes or problem-solving strategies. Students do not explain their thinking through oral or written discourse.

The materials do not include opportunities for students to collaborate, discuss, or engage in problem-solving activities with peers or teachers; students engage only in independent practice.

6.2 Facilitating Productive Struggle

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.2a	Materials do not support educators in guiding students to share and reflect on their problem-solving approaches, including explanations, arguments, and justifications.	0/6
6.2b	Materials do not include prompts and guidance to support educators in providing explanatory feedback based on student responses and anticipated misconceptions.	0/4
—	TOTAL	0/10

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

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Online Manual: Teaching & Practice Software," but the manual does not include questions or prompts that educators can use to guide students in reflecting on their problem-solving approaches.

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Instructional Videos" tutorial page, but the videos do not provide guidance for incorporating opportunities for student pairs to explain and justify their strategies or for students to engage in feedback circles.

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

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Online Manual: Teaching & Practice Software," but the manual does not provide prompts or questions for providing explanatory feedback.

Essential Skills *Complete Spanish Math, Grade K–1* provides an "Instructional Videos" tutorial page, but the videos do not provide common misunderstandings or guidance for educators on how to prepare to address anticipated misconceptions.