Discovery Education, Inc.

Supplemental English Mathematics, 2

DreamBox Math for Texas–Grade 2

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	**9781607117605000**	**Digital**	**Adaptive**

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	41	1	Flags Addressed	Not Applicable	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	20 out of 21	95%
2. Progress Monitoring	18 out of 23	78%
3. Supports for All Learners	32 out of 37	86%
4. Depth and Coherence of Key Concepts	16 out of 16	100%
5. Balance of Conceptual and Procedural Understanding	36 out of 38	95%
6. Productive Struggle	19 out of 19	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	1	0	0
2. Alignment with Public Education's Constitutional Goal	0	0	0
3. Parental Rights and Responsibilities	0	0	0
4. Prohibition on Forced Political Activity	0	0	0
5. Protecting Children's Innocence	0	0	0
6. Promoting Sexual Risk Avoidance	0	0	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0	0	0

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

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	All criteria for guidance met.	5/5
1.1b	All criteria for guidance met.	3/3
1.1c	All criteria for guidance met.	2/2
1.1d	The materials do not contain guidance for unit internalization.	1/2
1.1e	All criteria for guidance met.	2/2
—	**TOTAL**	13/14

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

The grade 2 *DreamBox Math* Supplemental Curriculum Materials include an alignment guide that clearly outlines the Texas Essential Knowledge and Skills (TEKS) and the corresponding mathematical concepts addressed at the grade 2 level. The guide provides a rationale for learning paths within the same grade level, illustrating how instructional content is sequenced to support coherent and scaffolded learning experiences across units. This horizontal alignment is evident in the structure of the materials and demonstrates intentionality in connecting related concepts within the grade K curriculum.

There is evidence of vertical alignment across grade levels, such as connections to prior or future grade-level TEKS, progressions of skill development, or learning pathways that build across the K–2 curriculum. This can be found in the *DreamBox* interface on the Professional Development Platform in a document titled "*DreamBox* Learning Units by Domain Category."

The *Teacher Guide* references the English Language Proficiency Standards (ELPS) and provides embedded support and guidance to address the language development needs of English learners aligned to each lesson objective.

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.

DreamBox Math grade 2 materials include a section on their website called PD. Within this section, there is a portion of the materials called "*DreamBox* University." In this section of the grade 2 *DreamBox Math*

materials, there is a *30–60–90 Implementation Guide* document that outlines a checklist to track the rollout of the curriculum within a classroom.

Within the "*DreamBox* University" section of the grade 2 *DreamBox Math* materials, there is a self-paced course titled "Implementing *DreamBox Math* in Your Classroom." This course has sections clearly labeled that provide explicit guidelines for how many lessons students should engage in each week, suggestions for classroom implementation structures, classroom expectation suggestions for varying grades and learning abilities, and implementation planning worksheets.

The *DreamBox Math* curriculum provides a reviewer guide that gives extensive information on how it complements *Bluebonnet Math* curriculums and includes sample TEK-aligned lessons, simple overviews, instructions on how to get started, and sample login information to view *DreamBox* as a user to immerse yourself in everything it has to offer the classroom facilitator or administrator.

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

The *DreamBox Math* curriculum includes a system called the Launchpad. This portion of the curriculum features an interface that enables instructional facilitators to administer on-demand diagnostic assessments.

Diagnostic assessment results, along with recommended skill entry points, are outlined through the Launchpad diagnostic tool. Launchpad generates an individualized learning pathway based on each student's results. These pathways are aligned with the TEKS and vary in complexity to meet individual learning needs.

Within the *DreamBox* Launchpad, facilitators have the option to assign additional instructional formative assessments that align with the TEKS for the students' grade level.

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

To support effective lesson preparation, the *DreamBox Math* curriculum includes a variety of lesson internalization resources available for teachers. These materials are designed to help you thoroughly preview each lesson, review essential academic vocabulary, and prepare for critical components, such as whole-group discussions and formative or summative assessments.

Each lesson is accompanied by a detailed, scripted sample lesson flow that clearly outlines the expected actions of both the teacher and the student throughout the instructional sequence. Additionally, targeted strategies are implemented to support educators in meeting the needs of bilingual students, thereby ensuring more equitable and accessible instruction for all learners. Teachers will also find a selection of

supplementary instructional resources intended to enhance their readiness and confidence in delivering the lesson.

While teachers have access to multiple supports at the lesson level to aid in internalization, it is worth noting that resources specific to unit-level internalization are not currently available.

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

Within the *DreamBox Math* Implementation Toolkit, school leaders have a resource titled *DreamBox Math* Micro-Training. This tool is specifically designed to support campus leaders in introducing *DreamBox Math* to their instructional staff in just 15 minutes.

The Micro-Training package includes a ready-to-use slideshow presentation, a detailed presenter script to guide delivery, and a practical 30–60–90 day implementation checklist tailored for school or district leaders overseeing the rollout. These materials are meant to streamline the onboarding process, ensuring teachers gain a clear understanding of the platform's purpose, features, and instructional impact in a short amount of time.

Included in the toolkit are resources that enable administrators to lead professional development sessions for teachers, including training specifically focused on using the embedded assessment tools within the platform. The toolkit features an easy-to-follow implementation checklist to help leaders monitor progress and ensure fidelity of use across classrooms.

1.2 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	This guidance is not applicable to the program.	N/A
1.2b	All criteria for guidance met.	5/5
1.2c	All criteria for guidance met.	2/2
—	**TOTAL**	7/7

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.

Lesson plans are available online through the *DreamBox Math* curriculum under the Curriculum tab. Plans support instructional planning and delivery with clearly defined learning objectives, aligned instructional components, and teacher- and student-facing materials.

Each lesson includes a detailed breakdown of instructional components and suggested time frames to support pacing and time management. A sample lesson flow is provided in each lesson, outlining the actions of both teachers and students, as well as the instructional sequencing, to support lesson preparation and delivery.

Teacher Narratives provide detailed overviews. These overviews include "Learning Objectives" and "Assessments" aligned to both the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS).

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

The *DreamBox Math* curriculum includes family support materials for each unit, available in both English and Spanish. These resources are designed to help families monitor and support student progress. Each unit contains a parent letter and suggestions for reinforcing student learning at home.

Materials are accessible to educators through the Parent Portal in the "Home Access" section. The Family Insights Dashboard allows families to view a summary of their student's progress. The dashboard includes indicators of concept mastery and overall usage trends. These tools provide families with visibility into student engagement and growth in *DreamBox Math*.

2. Progress Monitoring

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

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	All criteria for guidance met.	2/2
2.1b	All criteria for guidance met.	2/2
2.1c	The materials do not contain a printable version of digital assessments, content and language supports, and a calculator that can be enabled and disabled.	1/4
2.1d	All criteria for guidance met.	4/4
2.1e	All criteria for guidance met.	4/4
—	**TOTAL**	13/16

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

The *DreamBox Math* grade 2 curriculum demonstrates consistent and accurate administration of instructional assessments. Definitions and explanations of the intended purposes of these assessments are provided within the Educator Dashboard. A supporting course, "Understanding *DreamBox* Adaptivity and Assessment," offers a thorough explanation of the program's adaptive design and assessment approach.

The *DreamBox Math* Insight Dashboard includes definitions for the types of instructional assessments available to educators. The platform outlines the intended purposes for each assessment type. For example, the "Growth Report" provides insight into student progress and is updated nightly to ensure current data. The "Standards Report" presents student proficiency data disaggregated by standard, offering a detailed view of individual skill development within *DreamBox Math*.

The *DreamBox Math* grade 2 integrates both diagnostic and formative assessments that are fully aligned with the Texas Essential Knowledge and Skills (TEKS). These assessments are designed to evaluate student understanding and progress through a range of question types and varying levels of complexity. The adaptive nature of the program ensures that assessments respond to each student's performance in real-time, providing data that informs individualized learning paths. Additionally, the Instructional Assessments tab on the Reviewer Site includes a "Demonstrated Understanding" section, which guides educators in interpreting assessment results and determining when targeted progress monitoring is necessary.

The *DreamBox Math* grade 2 curriculum consistently and accurately administers instructional assessments as an integral part of its adaptive learning system. The program provides clear definitions of each assessment type and outlines its intended purposes within its instructional design, ensuring transparency and coherence for educators. Definitions and detailed explanations are accessible through the Educator Dashboard and further supported by the "Understanding *DreamBox* Adaptivity and Assessment" document, which offers a comprehensive overview of the assessment framework.

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

The *DreamBox Math* grade 2 materials include clear guidance to ensure the accurate administration of instructional assessments. Within the Educator Dashboard under the Implementation Toolkit, teachers are provided with a list of prompts and suggested questions designed to support students without providing answers, thereby maintaining the integrity of the assessment process within the lessons.

The *DreamBox Math* grade 2 *Implementation Guide* also provides a printable checklist called "Thinking Independently," which helps teachers offer appropriate support without influencing assessment outcomes.

The instructional assessment section titled "Continuous Formative Placements" provides guidance on using Launchpad, including monitoring student progress and interpreting the "Growth Report."

Materials include an implementation guide and video resources to support educators in administering assessments within *DreamBox*. This guidance includes information on how to give an assessment and the steps educators need to follow, ensuring consistent and accurate administration.

2.1c – Digital assessments include printable versions and accommodations, including text-to-speech, content and language supports, and calculators, that educators can enable or disable to support individual students.

The online practice component supports diverse learner needs through the inclusion of a text-to-speech feature, which can be enabled or disabled to accommodate individual student preferences and accessibility requirements.

The *DreamBox Math* curriculum presents certain limitations in terms of instructional support and assessment tools. It does not offer printable materials or assessments specifically tailored to digital components. Furthermore, content and language support that can be selectively enabled or disabled is omitted, which may limit the program's ability to differentiate instruction for English learners or students requiring additional scaffolding. While a calculator is available within the online practice environment, this feature cannot be disabled, which may affect instructional decisions regarding tool use in early mathematics instruction.

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

The *DreamBox Math* grade 2 materials offer a placement test for each student. The Initial Placement tab explains that the program's diagnostic tool, Launchpad, determines each student's appropriate starting level of complexity.

The *DreamBox Math* grade 2 diagnostic assessments incorporate more than two distinct interactive item types, including drag-and-drop tasks, graphing, and equation editors. This is outlined on the Reviewers Site under Instructional Assessments tab. The Initial Placement tab explains that Launchpad's diagnostic assessment "uses the same ... engaging experience as the rest of *DreamBox*," presenting questions that are "aligned with the TEKS and include interactive item types of varying complexity levels." Additional examples of these interactive item types are provided under the STAAR-Aligned Supports (State of Texas Assessments of Academic Readiness) tab, with corresponding activities accessible through the Curriculum tab in the Educator Dashboard.

Diagnostic assessments in Launchpad include TEKS-aligned tasks with varying complexity levels and multiple interactive item types, such as multiple choice, drag-and-drop, constructing shapes, and identifying/labeling.

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

With *DreamBox Math* grade 2, students complete formative assessments with TEKS-aligned tasks and questions that include more than two levels of complexity. Each *DreamBox Math* lesson is categorized as "Exploring and Sense Making," "Looking for Structure and Relationships," or "Fluency, Application, and Procedural Skills." *DreamBox Math* states, "Through interactive item types of varying complexity levels, *DreamBox* collects data points from each student's interactions to evaluate the strategies used to solve problems."

Within the STAAR-Aligned Supports tab, the *STAAR Alignment Guide* assists educators in preparing students for proficiency as measured by STAAR assessments. The guide states that interactive response features and task item types are embedded throughout each student's personalized learning pathway to support active learning and independent critical thinking. The document provides visual examples of the item types used in *DreamBox Math*, including drag-and-drop, equation editor, graphing, hot spot, text entry, number line, and fraction model.

Grade 2 *DreamBox Math Teacher Guide* and *Implementation Guide*, both located under the Resources tab of the Educator Dashboard, provide further clarification that students continue to engage with tasks at varying levels of complexity. According to these guides, students are expected to achieve a progression equivalent to one and a half academic years if they complete an average of five lessons per week.

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2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	The materials do not contain rationales for every correct and incorrect response provided.	1/3
2.2b	All criteria for guidance met.	1/1
2.2c	All criteria for guidance met.	2/2
2.2d	This guidance is not applicable to the program.	N/A
2.2e	All criteria for guidance met.	1/1
—	**TOTAL**	5/7

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

The article "Understanding Math Dashboard Reports" within the Educator Dashboard provides detailed guidance on how educators can interpret student performance data from both initial assessments and those administered throughout the learning experience. The resource outlines how teachers can monitor individual student performance on specific standards and determine whether students are performing below, at, or above grade level. The "Standards Report" available on the *DreamBox Math* demo site illustrates how students are performing on individual standards across grade levels. It indicates whether students are demonstrating progress, have reached proficiency, or have not yet begun working on a given standard grade level.

DreamBox Math provides educators with scoring data and guidance for interpreting student performance. The adaptive materials include digital quizzes that deliver immediate scoring and personalized feedback. The Teacher Dashboard offers a comprehensive overview of student progress, identifies students who may require intervention, suggests individualized lessons, and displays both current and completed lessons for each student. Rationales for correct and incorrect responses are not provided.

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

Based on student performance on assessments, the adaptive materials generate a recommended sequence of tasks or activities for the student to complete. The Home page and accompanying reports identify specific skills that require additional practice. Educators can supplement the recommended pathway by assigning targeted activities that address individual areas of need.

DreamBox Math provides instructional materials that guide educators in using embedded tasks and activities to respond to trends in student performance on assessments. According to *DreamBox Math*, "For example, if three different students are working on a particular lesson, they will each be offered

different follow-up lessons based on how they responded to questions throughout the lesson. The *DreamBox* adaptive engine selects the next set of recommended lessons based on each student's demonstrated strengths and struggles."

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

The *DreamBox Math* grade 2 materials include intervention lessons designed to address student performance trends identified through assessment data. Based on assessment results, the adaptive materials generate a recommended sequence of tasks or activities for students to complete. The Home page and associated reports identify specific skills in which additional practice is needed. Teachers can further customize instruction by adding assignments to a student's recommended pathway, thereby directing them to activities that target particular areas of need.

The *DreamBox Math* grade 2 curriculum includes tools that enable educators to monitor student progress and growth. The "Student Overview" for each displays the total number of required standards for the grade level and indicates whether a student has mastered a standard through diagnostic assessment, demonstrated proficiency through a lesson, or is currently engaged with it. Additional details can be accessed by selecting the highlighted sections within the overview.

Within the *DreamBox Math* grade 2 curriculum, teachers can utilize reports, such as the *DreamBox* "Growth Report," to monitor student progress and growth. Within the demo site's student experience, progress is broken down by standard, allowing for detailed analysis of individual student performance.

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.

The *DreamBox Math* grade 2 materials incorporate frequent checks for understanding at critical points within each lesson or activity. These formative assessments offer educators real-time insights into individual student progress and help identify those who may require additional support or intervention. The Educator Dashboard presents detailed student information through the "Alerts" and "Achievements" sections, which highlight students needing teacher attention to master specific skills.

The *DreamBox Math* grade 2 materials include the *DreamBox* Play website, which includes lesson plans that enable teachers to check for understanding throughout the narrative-based instructional sequence.

According to the *DreamBox* Reviewer Site, under the tab titled The *DreamBox* Difference, "Continuous formative assessment powers the adaptive engine to tailor the learning pathway, the individualized lessons, and provides immediate insights into student thinking around key mathematical concepts, empowering educators with the data they need to monitor progress and deliver targeted instruction."

The *DreamBox Math* grade 2 materials describe its adaptive response to frequent checks for understanding in the section titled "How *DreamBox* Math Recommends Lessons." The platform offers over 2,300 lessons and supports millions of individualized learning paths. It adjusts in real-time by adapting hints, difficulty level, pacing, and lesson sequence to engage students within their optimal learning zone. *DreamBox Math* lessons are not designed to follow a linear progression. For example, if three students are engaged in the same lesson, each will receive different follow-up lessons based on their responses to the embedded questions. The *DreamBox* adaptive engine recommends subsequent lessons based on each student's demonstrated strengths and areas of struggle.

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	All criteria for guidance met.	4/4
3.1c	All criteria for guidance met.	2/2
3.1d	The materials do not contain accommodations, such as content and language supports and calculators that can be enabled and disabled.	1/3
3.1e	All criteria for guidance met.	2/2
—	**TOTAL**	10/12

3.1a – Materials include explicit educator guidance for lessons or activities scaffolded for students who have not yet reached proficiency in prerequisite or grade-level concepts and skills.

The *DreamBox Math* grade 2 materials provide explicit teacher guidance for supporting students who have not yet achieved proficiency, as indicated on the *Targeted Assignment Planning Worksheet*. This planning tool directs educators to identify specific areas of need using the "Standards Report," deliver guided instruction through a preview lesson, assign targeted activities, and monitor and document student progress throughout the lesson sequence.

Lesson recommendations for individual students identify specific skill deficits and provide suggested practice lessons tailored to address those gaps. Both students and teachers can access these recommendations through the "Lesson Highlights" section, which supports instructional decision-making and targeted skill development.

DreamBox Math provides educators with structured instructional guidance and scaffolded lessons designed to support students requiring additional intervention. By selecting an individual student profile, teachers can access a detailed student overview displaying mastery status across all of the Texas Essential Knowledge and Skills (TEKS) by grade level. For any standard not yet mastered, educators can hover over the skill to view both prerequisite and related standards in need of reinforcement. The platform enables automatic assignment of these skills for targeted practice. In addition, teachers can manually assign short-term or long-term activities to reinforce essential concepts.

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.

DreamBox Math grade 2 units such as 2.8A include Teacher Narratives that provide vocabulary lists and embedded language supports within the lesson structure. For example, in the lesson titled "Classifying Three-Dimensional Solids – Lesson 1," a defined set of vocabulary terms is presented to guide instruction. The Teacher Narrative directs educators to lead students through a review of prior knowledge and a structured lesson involving both examples and non-examples of three-dimensional solids. Throughout the lesson, teachers and students are encouraged to use the provided vocabulary as they discuss and identify attributes of the solids, reinforcing academic language and conceptual understanding.

DreamBox Math grade 2 includes embedded online supports that develop academic vocabulary and assist with unfamiliar references in text. Within the geometry activities, a glossary is available to define terms students have encountered, providing just-in-time access to academic language in context. The glossary only includes definitions for terms introduced up to that point, ensuring alignment with the instructional sequence. Additionally, interactive features such as a hint button offer language support during tasks. For example, when students encounter the word triangle, the hint states, "Break the word triangle down into two parts. The syllable '*tri*-' means three."

The *DreamBox Math* grade 2 materials provide explicit educator guidance for language supports, including pre-teaching strategies to develop academic vocabulary. For instance, in a lesson on Classifying Polygons, teachers are instructed to "begin with a quick review of the definition of a polygon and polygon shapes." The guidance further recommends prompting students to name known polygons and identify the number of sides for each, compiling a list of polygon names and corresponding side counts—up to 12—that students can reference throughout the lesson.

A new feature in *DreamBox Math* grade 2 is explicit educator guidance for pre-teaching academic vocabulary. For example, in a lesson on measurement, teachers are prompted to pre-teach terms like "length" and "height" using a printable glossary and visual aids. "Lesson Highlights" offer scripted prompts and guided questions, available in both English and Spanish, to help students engage in mathematical discourse before and during the lesson.

The *Curriculum Guide* section labeled "Common Misconceptions" provides teachers with support when vocabulary or references are unclear. For instance, students may believe the unknown in "2 + [] = 5" represents the total or the larger number. Such misconceptions can cause errors in recognizing the unknown as "the missing part that makes the equation true." This section also enables teachers to anticipate and clarify unfamiliar references in the text. By outlining potential challenges, it allows teachers to deliver precise explanations and targeted instruction.

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 *DreamBox Math* grade 2 materials include explicit educator guidance for enrichment activities designed for students who have demonstrated proficiency in both grade-level and above grade-level content. The platform provides individual student reports that identify which students have mastered current grade-level standards and have begun work on more advanced skills. For example, Savannah I., a student in the K–2 range, has demonstrated mastery of all of the K–2 TEKS and is currently working on the grade 3 and grade 4 TEKS that have not yet been mastered. The system automatically adjusts the learning pathway to include these higher-level standards, enabling continued growth through enrichment tailored to individual performance data.

DreamBox Math provides extension activities for students who have demonstrated proficiency in both grade-level and above grade-level content. Individual student reports allow educators to identify which students are being introduced to skills from the next grade level. For example, Savannah I., a student in grades K–2, has already mastered all of the K–2 TEKS and is proficient in several grade 3 and 4 skills. She is now working on the remaining grade 3 and 4 TEKS to further enrich her learning and support continued academic growth.

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

The *DreamBox Math* grade 2 curriculum digital materials provide accommodations that educators can manage through the Educator Dashboard under Settings > Roster. This feature supports students with reading challenges or visual impairments, though it is only available for students using a third-party screen reader.

The materials do not provide content and language supports that can be enabled or disabled for individual students. While educators can change the interface language between English and Spanish, this setting does not function as a content or language accommodation within the assessments.

While calculators are included within the *DreamBox Math* curriculum as part of the digital assessments, educators cannot enable or disable them. Their availability is fixed and determined by the assessment design, which limits the flexibility to adjust this tool based on individual student needs or testing accommodations.

3.1e – Materials include educator guidance on offering options and supports for students to demonstrate understanding of mathematical concepts in various ways, such as perform, express, and represent.

The *DreamBox Math* instructional materials include educator guidance on offering options and supports for students to demonstrate understanding of mathematical concepts through performing, expressing, and representing. In the grade 2 lesson "Solving One-Step Word Problems with Addition," the teacher lesson plan directs educators to "allow students to solve it independently. After a few minutes, ask for volunteers to share their strategies. Write their strategies on the board and discuss the different approaches." This guidance outlines multiple methods for students to show their mathematical reasoning. Students solve the problem independently, share their strategies orally, and observe written representations of various approaches on the board. These steps provide structured opportunities for students to demonstrate understanding in more than one format.

The *DreamBox Math* curriculum students are provided with supports to demonstrate understanding of mathematical concepts in multiple formats; for example, in addressing standard 2.4C, the "Just Started" lesson requires students to solve problems using number lines, while the "In Progress" lesson prompts students to use number tiles to write equations. Throughout the lesson sequence, embedded hints offer additional support as students engage with different representations to demonstrate their understanding.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	All criteria for guidance met.	5/5
3.2b	This guidance is not applicable to the program.	N/A
3.2c	All criteria for guidance met.	3/3
3.2d	All criteria for guidance met.	2/2
3.2e	All criteria for guidance met.	2/2
—	**TOTAL**	12/12

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.

The *DreamBox Math* grade 2 curriculum includes blended digital lessons and educator-facing resources with explicit prompts and embedded supports that activate prior knowledge and anchor key mathematical ideas. In standard 2.3.B, Teacher Narratives are paired with adaptive online activities and include scripted guidance such as, "Today, we are going to explore how dividing a whole into more parts affects the size of each part. Let us start with a quick review of fractions." These scripts guide educators to build knowledge by focusing on concepts like fractional parts and the relationship between part size and quantity.

The *DreamBox Math* curriculum includes multiple means of representation, such as visual manipulatives, number lines, and area models, to support concept visualization and highlight mathematical patterns and relationships. Materials provide direct prompts and guidance for educators to connect prior knowledge and anchor big ideas. For example, math racks and dominoes appear in standard K.2.G, 10 frames and number lines in 1.3.A, and packing boxes with place value charts in 2.2.A.

The *DreamBox Math* grade 2 curriculum provides teacher narratives with explicit prompts that activate prior knowledge and emphasize big mathematical ideas. In the lesson "Solving Multi-Step Subtraction Word Problems," the teacher warm-up directs educators to review subtraction strategies and ask students to share their methods. The introduction anchors big ideas by guiding educators to def – ne subtraction-related terms, model problem-solving strategies, and highlight how organizing known information supports understanding.

The *DreamBox Math* grade 2 curriculum includes explicit prompts and guidance that highlight and connect key patterns, features, and relationships through multiple means of representation. In the game "Fractions: Breaking a Block into Halves, Quarters, Eighths," students identify patterns by dividing wholes into fractional parts. In the lessons "Classifying Three-Dimensional Solids – Lesson 1" and "Sorting Three-

Dimensional Shapes – Lesson 2," students analyze attributes and group shapes by shared features using interactive visuals, concrete models, and pictorial examples.

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.

The *DreamBox* Reviewer Site under "Supports for all Learners" states that the program integrates intervention, enrichment, and extension methods aligned with the Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) frameworks. The online program uses adaptive technology to deliver personalized learning pathways and differentiated lessons based on individual student needs. Teachers also receive guidance and flexible controls to assign lessons that support a range of learners and instructional goals.

The *DreamBox Math* grade 2 lesson "Sorting Triangular Prisms – Lesson 1" includes multi-tiered intervention methods for independent and collaborative practice. Students work in pairs to compare the attributes of triangular and rectangular prisms, and then work independently to describe the attributes of triangular prisms. These instructional strategies support varied practice formats within the same lesson.

The *DreamBox Math* curriculum includes multi-tiered intervention methods for small-group and individual instructional structures. Adaptive tools, found in the Lesson Recommendations and Insight Dashboard, provide real-time reports on student progress and identify learning gaps. These tools suggest strategic small groupings based on students working on similar lessons and the Texas Essential Knowledge and Skills (TEKS). Teachers can also select individual students to access detailed insights on current understanding and readiness for upcoming concepts. This guidance supports targeted intervention and flexible instructional planning.

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

The *DreamBox Math* curriculum includes enrichment and extension methods that support various forms of student engagement—advanced learners receive challenge problems that go beyond grade-level expectations, such as early exposure to multi-digit multiplication—students needing support are offered scaffolds like visual models and step-by-step guidance, such as number lines to aid subtraction—adaptive technology creates personalized pathways, adjusting lesson difficulty based on performance—teacher-assigned lessons allow instruction to align with curriculum pacing, such as assigning fraction lessons

during a classroom unit—educator guidance supports implementation within MTSS, using performance data to group students, assign lessons, and track progress.

The *DreamBox Math* curriculum includes enrichment and extension methods that support various forms of engagement and provide guidance for effective implementation. Materials align with the MTSS framework and are designed to promote critical thinking and support student growth. Educator tools offer strategies to create challenging, engaging learning environments for all students. This guidance is found on the *DreamBox* Reviewer Site under "Supports for All Learners," where the "Multi-Tiered Intervention" section describes how teachers can assign personalized lessons and use adaptive technology to meet individual student needs.

The *DreamBox* Reviewer Site under "Supports for All Learners" states that the program adapts based on student responses, strategies used, and response time. Each student receives a unique lesson experience tailored to individual performance. The program automatically provides extension or enrichment activities based on how the student answers questions during the activity.

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

The *DreamBox Math* grade 2 curriculum under "Geometry and Measurement," standard 2.8.B, includes prompts and guidance to support educators in providing timely feedback during instruction. In the Teacher Narrative for "Classifying Three-Dimensional Solids – Lesson 1," educators are directed to use interactive manipulatives and built-in feedback tools to support student understanding. The narrative includes sample questions such as "What do you see?" "What do you think?" and "What do you wonder?" to guide student discussion and reinforce concepts.

The *DreamBox Math Implementation Guide*, located under the Resources tab, includes prompts to support educators in providing timely feedback during lesson delivery. For example, teachers are prompted to ask questions such as "Do you have a hint button available?" to guide students toward built-in program feedback. These prompts help educators monitor progress and encourage students to use available supports during instruction.

The *DreamBox* platform includes prompts and guidance to support educators in providing timely feedback during lesson delivery. The article "*DreamBox Math* Teacher-Student Messaging: How Do I Incorporate Messaging into My Instruction?" offers sample prompts educators can use to respond to student work. Online tools also guide educators in recording and delivering feedback during or after digital lessons.

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	The materials do not contain embedded linguistic accommodations for two of the levels of proficiency, High Intermediate and Advanced, as outlined by the ELPS.	2/4
3.3c	The materials do not contain explicit implementation guidance to support educators using DreamBox materials in a state-approved bilingual/ESL program.	0/1
3.3d	All criteria for guidance met.	8/8
3.3e	This guidance is not applicable to the program.	N/A
—	**TOTAL**	10/13

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.

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.

The *DreamBox Math* curriculum includes embedded linguistic supports aligned with the English Language Proficiency Standards (ELPS) for Pre-Production, Beginning, and Intermediate proficiency levels. In the lesson TEKS.2.8.C.ii: "Classify Polygons with 12 or Fewer Sides According to Attributes," instructional guidance recommends specific strategies to support emergent bilingual students, such as structured partner discussions, annotated visuals, and explicit vocabulary instruction. Lessons pre-teach key math terms using visuals, definitions, and examples, with clickable terms for immediate clarification. Visual aids such as charts, graphs, and diagrams support comprehension, while instruction builds academic language through repetition, contextual use, and opportunities for students to explain their reasoning.

The *DreamBox Math* curriculum includes embedded linguistic accommodations for Pre-Production, Beginning, and Intermediate levels of language proficiency, as outlined in the ELPS. In grade 2, standard 2.8A, students use an interactive glossary to access visual supports and definitions for key geometry terms as they build shapes. New vocabulary is added to the glossary throughout the lesson, supporting vocabulary acquisition and concept development. Instructional supports include simplified language, extended think time, and structured opportunities to engage with academic language at increasingly complex levels.

Materials do not include embedded linguistic accommodations for two of the levels of proficiency—High Intermediate and Advanced—as outlined by the ELPS.

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

DreamBox Math provides a resource document, *Emergent Bilingual Support Article: Supporting English Language Learners Using DreamBox Math*, that includes guidance on exploring digital manipulatives, integrating *DreamBox Math* into instructional schedules, and offering Spanish and English language options for students. The document does not reference or align with state-approved bilingual or English as a Second Language (ESL) program models.

In the lesson "Number and Operations 2.4C: Solving One-Step Word Problems," *DreamBox Math* provides general accommodations that are not tailored to specific language proficiency levels. For example, Teacher Narratives recommend strategies such as having students pair up to generate responses but do not include specific guidance aligned to the needs of emergent bilingual students. These strategies are applied uniformly rather than differentiated according to the ELPS proficiency levels.

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.

In the *DreamBox Math* grade 2 lesson 2.8A: "Constructing Polygons to Understand Shape Names and Attributes," *DreamBox Math* presents key terms and related vocabulary with visual supports before introducing octagons and triangles. Students are prompted to construct shapes with eight and three sides, building background knowledge through interactive tasks. These activities support emergent bilingual students by developing academic vocabulary, increasing comprehension, and building background knowledge through oral and written discourse.

In Lesson 2.8B, "Identifying Real-World Shapes by Number of Sides," *DreamBox Math* provides English language explanations for unfamiliar terms. Through written and oral discourse, students receive support for developing academic vocabulary, increasing comprehension, and building background knowledge.

In Lesson 2.8B: "Classifying Three-Dimensional Solids – Lesson 1," *DreamBox Math* includes embedded guidance to support emergent bilingual students in increasing comprehension through oral and written discourse. The lesson directs teachers to circulate during partner discussions to assess oral explanations and to collect written definitions as a formative assessment. These practices allow students to process and express their understanding of three-dimensional shape attributes through multiple modalities.

DreamBox Math includes embedded guidance to support emergent bilingual students in developing academic vocabulary through oral and written discourse. The *DreamBox* website states, "*DreamBox* integrates academic vocabulary throughout its lessons. Visuals, audio supports, and guided prompts encourage students to express reasoning and engage in mathematical discourse." These features promote the use of academic language as students interact with content.

The Vocabulary Instructional Routine encourages oral and written discourse in mathematics, supporting students in making cross-linguistic connections through these opportunities.

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.

DreamBox Math provides practice opportunities embedded throughout each student's personalized learning pathway that align with the Texas Essential Knowledge and Skills (TEKS). These opportunities require students to demonstrate depth of understanding through interactive, TEKS-aligned tasks. For example, students compose and decompose numbers up to 1,000 using digital manipulatives. The program also prompts students to explore multiple solution strategies using drag-and-drop features, reinforcing conceptual understanding by showing different ways to represent the same quantity. Additionally, the Activity Feed functions as a continuous formative assessment tool, recording each completed lesson and capturing the level of understanding demonstrated through student interactions.

The *DreamBox Math* grade 2 platform integrates continuous formative assessment through its Activity Feed, which tracks student progress and captures evidence of conceptual understanding. Lessons incorporate TEKS-aligned tasks featuring multiple levels of complexity and are classified into three instructional categories: "Exploring and Sense Making," "Looking for Structure and Relationships," and "Fluency, Application, and Procedural Skills." According to the "Continuous Formative Assessment" section of the Instructional Assessments tab on the reviewer site, *DreamBox* collects data through interactive item types, enabling the program to analyze the strategies students use to approach and solve problems.

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

The *DreamBox Math* grade 2 materials include practice opportunities throughout the learning pathways that require students to demonstrate depth of understanding aligned with the TEKS. *DreamBox Math* states, "Every lesson in *DreamBox Math* is aligned to the TEKS Readiness Standards for grades K–5.

Adaptive technology personalizes learning paths for each student, meeting them at their skill level and advancing them through carefully scaffolded, increasingly complex concepts."

DreamBox Math grade 2 students access instructional assessments throughout the learning pathways that require them to demonstrate depth of understanding aligned with the TEKS. *DreamBox Math* states, "*DreamBox* assessment is based on student's demonstrated understanding, not just correct answers. Each lesson contains measurable learning objectives aligned to the TEKS, where student evidence is showcased in what they answer, what they do, and how they show their thinking."

"Students Working in Multiple Grade Levels in *DreamBox Math*" states, "*DreamBox Math* was designed to focus on progress and growth so students can, and often do, work in multiple grade levels simultaneously. Our lessons' 'grade levels' are largely based on your state standards that *DreamBox Math* aligns with. They are not meant to represent a static order in which lessons are offered. For example, a student who understands place value but has difficulty counting items in groups may be assigned earlier work that nurtures the ability to count in groups while simultaneously working on higher grade-level lessons that build upon their place value knowledge." This indicates that students may engage in enrichment and extension activities in some mathematical domains while continuing on-grade-level work in others.

4.2 Coherence of Key Concepts

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.2a	All criteria for guidance met.	1/1
4.2b	All criteria for guidance met.	1/1
4.2c	All criteria for guidance met.	4/4
—	**TOTAL**	6/6

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

The Reviewer Site illustrates within-grade-level coherence by noting that "*DreamBox* develops procedural fluency by enabling students to explore multiple pathways to a solution and encouraging strategic flexibility. Students engage with models, manipulatives, and symbolic representations to build efficiency, accuracy, and confidence." The materials also demonstrate horizontal coherence across concepts within the grade level by connecting patterns, big ideas, and relationships among tallies, graphs, and word problems.

The *DreamBox Math* grade 2 materials demonstrate horizontal coherence across concepts in second grade by sequencing lessons that build upon one another conceptually. In Lesson 2.2B, students begin by decomposing numbers by place value, reinforcing their understanding of base-ten structure. This is followed by activities that require students to identify a number based on its decomposition, strengthening their ability to make connections between parts and wholes. Finally, students engage in tasks that involve correcting decompositions presented in a table format, allowing them to apply their knowledge in a structured and analytical context. This progression supports a coherent development of place value understanding within the grade level.

The *DreamBox Math* curriculum materials demonstrate horizontal coherence by intentionally connecting patterns, big ideas, and relationships within the same grade level. Lessons are sequenced to build conceptually, reinforcing understanding through recurring models, representations, and mathematical language. This design enables students to deepen their comprehension of foundational skills while making meaningful connections across related content areas. According to *DreamBox Math*, "Learning progressions are developed along vertical (across grade levels) and horizontal (within a grade level) axes, promoting connections across domains and supporting increasing complexity as students move toward algebra readiness." This dual-axis structure ensures that students not only revisit key concepts from multiple perspectives within the grade level but also experience a logical progression of ideas that supports long-term mathematical growth. Through this coherent approach, the curriculum fosters conceptual understanding that extends beyond isolated skills, helping students apply their learning across various mathematical contexts.

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

According to the *DreamBox Math* article "Students Working in Multiple Grade Levels in *DreamBox Math*," "*DreamBox Math* was designed to focus on progress and growth so students can, and often do, work in multiple grade levels at the same time… For example, a student who understands place value but has difficulty counting items in groups may be assigned earlier work that nurtures the ability to count in groups while simultaneously working on higher grade-level lessons that build upon their place value knowledge." This design reflects the adaptive approach of *DreamBox Math*, which tailors the learning experience to each student's demonstrated needs rather than confining them to a static grade-level progression. As students demonstrate proficiency in certain concepts, they are advanced to more complex material, while gaps in understanding prompt targeted support at earlier levels. In doing so, *DreamBox Math* ensures that students move fluidly across grade levels within each mathematical domain, engaging with content that aligns with their readiness and promoting deeper understanding. This individualized progression supports both remediation and enrichment, allowing students to access appropriately leveled instruction within each concept area as they build toward long-term mastery.

Within the *DreamBox Math* grade 2 curriculum under the "Numbers and Operations" domain, students develop strategies for solving addition and subtraction problems by making jumps on a number line. This visual and conceptual tool supports students in understanding the composition and decomposition of numbers, reinforcing number sense and flexible thinking. As students progress to grade 3, they continue to utilize number lines—this time to represent multiplication through repeated jumps, extending their prior knowledge to a more complex operation. This instructional design exemplifies vertical coherence across grade levels, as familiar models are repurposed to introduce new mathematical concepts. By building upon previously established representations, DreamBox ensures that students experience continuity in their learning, facilitating a deeper and more connected understanding of mathematical ideas across grade bands.

4.2c – Materials demonstrate coherence across lessons or activities by connecting students' prior knowledge of concepts and procedures to the mathematical concepts to be learned in the current grade level and future grade levels.

The *DreamBox Math* curriculum demonstrates vertical coherence across grade levels by systematically building on students' prior knowledge through the consistent use of visual models, representations, and strategies. In grade 1, within the "Numbers and Operations" domain, students compare numbers shown on math racks. This instructional strategy directly connects to concepts introduced in grade K, where students first represent numbers using math racks to develop number sense and understand part–whole relationships. By continuing to use the same manipulative in a more analytical context, *DreamBox Math* reinforces familiarity while deepening conceptual understanding. In grade 3, students apply these foundational skills to more complex operations by using jumps on a number line to represent

multiplication. This lesson sequence draws directly on prior learning in grade 2, where students solve addition and subtraction problems using the same number line model. By extending the use of number lines from additive reasoning to multiplicative reasoning, *DreamBox Math* provides continuity in representation while scaffolding new concepts. Through these intentional instructional progressions, *DreamBox Math* ensures that students revisit familiar tools and strategies in increasingly complex contexts. This coherence across grade levels supports long-term retention, conceptual depth, and readiness for future mathematical learning.

The *DreamBox Math* curriculum effectively connects prior knowledge to the concepts and procedures introduced at the current grade level. In the "Number and Operations" lesson within 2.4C, instruction begins with a brief review of foundational addition concepts, reinforcing previously learned material. This review is followed by a simple computation problem designed to activate prior understanding and prepare students for more complex tasks. The lesson then transitions to the current grade-level objective of solving word problems involving three-digit addition. Throughout the lesson, a variety of developmentally appropriate strategies and procedures are employed to support student comprehension and application, ensuring that instruction is both accessible and aligned with grade-level expectations. This structured progression reflects the *DreamBox Math* commitment to building conceptual continuity while advancing mathematical rigor.

4.3 Coherence and Variety of Practice

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

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

The article "How Students Can Lose Progress in *DreamBox Math*" states that if a student loses progress, the system provides an opportunity to review previously introduced concepts that have not yet been retained. This function is built into the program's adaptive learning model.

According to the information provided in the question mark pop-up next to the "All Lessons" heading, *DreamBox Math* includes spaced retrieval by revisiting prior content across learning pathways. This feature allows students to re-engage with skills and concepts at multiple points in their progression.

DreamBox Math delivers varied permutations of lessons, rather than repeating identical problems. This design aligns with the Texas Essential Knowledge and Skills (TEKS) and supports the program's structured approach to reinforcing student understanding through repeated exposure to aligned content.

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

The *DreamBox Math* materials provide interleaved practice with previously introduced skills and concepts across multiple grade levels. This structure enables recurring exposure to content through varied contexts as part of the program's adaptive learning design.

The math rack is used in grades K and 1 to compare numbers. In grade 2, number comparison continues using a number line divided into intervals of 5s and 10s, reflecting consistent use of visual-spatial models to support numerical reasoning.

Graphing and data analysis are interleaved across grades. In grade K, students create graphs and draw conclusions. In grade 1, students generate and answer questions based on data and continue drawing conclusions. In grade 2, students use data representations to write and solve one-step word problems.

5. Balance of Conceptual and Procedural Understanding

Materials are designed to balance conceptual understanding, procedural skills, and fluency.

5.1 Development of Conceptual Understanding

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.1a	All criteria for guidance met.	3/3
5.1b	All criteria for guidance met.	2/2
5.1c	All criteria for guidance met.	1/1
—	**TOTAL**	6/6

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

In the *DreamBox Math* grade 2 curriculum, the materials require students to interpret, analyze, and evaluate mathematical models and representations aligned to standard 2.2A. Within the "Numbers and Operations" domain, students engage with a task in which they pack boxes of 10s, providing a visual representation of place value concepts. This model supports the deconstruction and reconstruction of numbers, reinforcing the base-10 structure.

In grade 2, the *DreamBox Math* materials require students to interpret, analyze, and evaluate mathematical representations aligned to standard 2.10C. In the "Just Started" lesson focused on solving word problems based on graphs, students construct a bar graph using provided visuals. This task prompts students to interpret visual data, analyze the completed representation, and evaluate it by answering comprehension questions related to the information displayed.

In grade 2, the *DreamBox Math* materials provide opportunities for students to interpret and analyze mathematical representations aligned to standard 2.10C. In the "Just Started" lesson focused on solving word problems based on graphs, students analyze a completed bar graph to answer data comprehension questions, such as, "Select all categories of kickballs that were counted the least."

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

The *DreamBox Math* materials require students to create concrete models to represent mathematical situations, supporting conceptual understanding through hands-on experiences. In grade 2, the lesson titled "Sorting Three-Dimensional Solids—Lesson 2" directs students to "choose a set of 4 to 8 objects or drawings from your collection, including examples and non-examples for each attribute (e.g., show objects such as a cylinder, cone, cube, and sphere, and related drawings)." This task supports students in constructing a concrete model of geometric classification, allowing them to physically sort or identify attributes across different solid figures.

The *DreamBox Math* curriculum includes opportunities for students to create pictorial representations of mathematical situations, particularly within geometry lessons. In grade 2, the "In Progress" lesson for "Creating Two-Dimensional Shapes" enables students to use digital drawing tools to form various shapes by clicking and dragging lines on the screen. This interactive approach encourages students to visualize attributes of geometric figures and develop spatial reasoning by constructing figures such as triangles, rectangles, and pentagons.

In grade 3, *DreamBox Math* introduces visual modeling to support students in developing a conceptual understanding of multiplication. One task involves the use of an interactive area model that students manipulate to represent the multiplication of two-digit numbers. Initially limited to 10s, the model expands to include ones, prompting students to partition numbers and visualize the distributive property. This method reinforces connections between concrete models and symbolic representations, strengthening students' ability to solve multi-step multiplication problems through structured visual reasoning.

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

The *DreamBox Math* materials provide opportunities for students to apply conceptual understanding to new problem situations and contexts. In grade 2, students demonstrate their understanding of odd and even numbers through the use of a math rack in a lesson aligned to standard 2.7A within the "Algebraic Reasoning" domain. The task prompts students to apply their knowledge by representing quantities with the math rack and identifying number patterns based on their parity. This approach supports the application of conceptual understanding by requiring students to use visual models to justify their reasoning and extend their thinking to new numerical situations.

In the grade 2 *DreamBox Math* materials, students apply their understanding of time by manipulating a digital clock tool in a lesson aligned to standard 2.9G within the "Geometry and Measurement" domain. The task requires students to set and interpret times to the nearest minute, using the interactive clock to represent and solve time-related problems. This activity supports the application of conceptual understanding by engaging students in real-world time scenarios that extend beyond basic recall.

The *DreamBox Math* materials provide opportunities for students to apply conceptual understanding to new problem situations and contexts. In the lesson "Generating Problems for Subtraction," teachers are instructed to "ask students to think of a real-life situation that could represent this subtraction," and to "allow a few students to share their ideas." This task requires students to apply their understanding of subtraction by creating contextual word problems, encouraging them to transfer their knowledge to authentic scenarios and articulate mathematical thinking in their own words.

5.2 Development of Fluency

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

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

The *DreamBox Math* curriculum provides tasks designed to build student fluency and automaticity needed to complete grade-level mathematical tasks. One of the three lesson types listed in the Lesson Types column—"Fluency," "Application," and "Procedural Skills"—focuses on providing practice for skills that students have already mastered. These lessons support the development of fluency and flexibility through repeated, targeted practice.

The *DreamBox Math* grade 2 curriculum includes tasks designed to build automaticity and fluency required for grade-level mathematical tasks. In the "In Progress" lesson for standard 2.4A, students receive a target sum and select multiple number pairs to create that sum. This activity provides repeated practice to strengthen math fact recall and computational fluency.

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

The *DreamBox Math* grade 2 curriculum includes opportunities for students to apply efficient, flexible, and accurate mathematical procedures. In the "Just Started" lesson for standard 2.9.A, students create a dot plot based on characteristics of fish. After placing all data points, students are prompted to review their work and correct errors to ensure accuracy.

In *DreamBox Math* grade 2, Lesson 2.4.D under the "Numbers and Operations" domain, students develop procedural fluency by using number lines and friendly numbers to solve multi-digit addition and subtraction problems. This approach encourages accuracy while supporting multiple problem-solving strategies.

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

The *DreamBox Math* grade 2 curriculum provides opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy. In the lesson

aligned to 2.2.D, students compare numbers using symbols, visual models, and written explanations. Immediate feedback supports students in correcting errors and evaluating their strategies for accuracy and effectiveness.

The *DreamBox Math* grade 2 lesson "Subtraction Strategies with Problem Strings—Lesson 3" provides opportunities for students to evaluate strategies and solutions for efficiency. Students solve subtraction problems independently, discuss their strategies with a partner, and then share selected strategies with the class. This structure promotes analysis of multiple approaches and supports the identification of efficient problem-solving methods.

The *DreamBox Math* grade 2 lesson "Solving Multi-Step Word Problems with Addition and Subtraction" in 2.4.C provides opportunities for students to evaluate strategies and solutions for efficiency, flexibility, and accuracy. The teacher script prompts educators to ask students to share their solutions and discuss different approaches. This structure encourages comparison of methods and highlights effective strategies through guided class discussion.

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

The *DreamBox Math* grade 2 lesson for 2.2.A in the "Numbers and Operations" domain provides guidance to support students in selecting increasingly efficient approaches to solve problems. Students begin by composing and decomposing numbers using grouped items in 10s and 100s. Students then complete place value charts to represent numbers more efficiently.

The *DreamBox Math* curriculum contains guidance to support students in selecting increasingly efficient approaches to solve mathematics problems. *DreamBox Math* provides interactive tools, such as number lines, area models, and base-ten blocks, to help students visualize concepts and explore multiple strategies. These tools guide students toward more abstract and efficient problem-solving methods.

The *DreamBox Math* curriculum contains guidance to support students in selecting increasingly efficient approaches to solve mathematics problems. Individualized learning pathways offer targeted practice, while scaffolding and feedback provide step-by-step guidance and strategy-based hints. These hints prompt students to consider more effective problem-solving strategies.

5.3 Balance of Conceptual Understanding and Procedural Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.3a	The materials do not contain an explanation of why or how the conceptual and procedural emphasis is addressed for the TEKS.	0/2
5.3b	All criteria for guidance met.	3/3
5.3c	All criteria for guidance met.	6/6
—	**TOTAL**	9/11

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

The materials do not contain an explanation of why or how the conceptual understanding supports the procedural emphasis of the Texas Essential Knowledge and Skills (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 *DreamBox Math* materials provide opportunities for students to use concrete and pictorial models as required by the TEKS. In the grade 2 lesson "Classifying Three-Dimensional Solids – Lesson 1," students use concrete objects to classify shapes based on attributes. In the "Just Started" lesson for standard 2.8B, students classify shapes using pictorial representations.

The *DreamBox Math* materials provide opportunities for students to use abstract representations as required by the TEKS. In the "Review" lesson for standard 2.2C, students type missing numbers using the keyboard while skip counting. This task engages students in abstract reasoning without the use of concrete or pictorial supports.

In the lesson for "Numbers and Operations" 2.2A, *DreamBox Math* provides opportunities for students to use concrete models as required by the TEKS. Students pack items into cases to represent numbers and determine place value through hands-on interaction. This task supports conceptual understanding using physical representations.

In the lesson for "Geometry and Measurement" 2.8A, *DreamBox Math* provides opportunities for students to use pictorial representations as required by the TEKS. Students draw shapes with specified attributes to demonstrate understanding. This task supports visual recognition and classification of geometric figures.

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

In the lesson for "Numbers and Operations" 2.4C, *DreamBox Math* supports students in connecting representational models to abstract concepts, as required by the TEKS. Students use jumps on a number line to represent their thinking and then simplify or rearrange number sentences to solve word problems. This process helps students transition from visual representations to symbolic reasoning. The activity also supports the creation and explanation of representational models linked to numeric expressions.

In the lesson for "Numbers and Operations" 2.3D, *DreamBox Math* supports students in creating concrete models to represent fractions and connecting them to abstract numerical representations. Students build fractions using concrete objects and identify matching representational models. These tasks help students define and explain the relationship between physical models, visual representations, and symbolic forms, as required by the TEKS.

The *DreamBox Math* materials include supports for students in creating and connecting concrete models to abstract concepts, as required by the TEKS. In the Teacher Narrative for 2.3B: "Understanding Fractional Parts," students use fraction circles or bars to model fractions and connect their models to abstract understandings of how fractional parts change with quantity. The "In Progress" lesson for 2.2A supports students in creating representational models using counters placed into groups of 100, which they then connect to abstract numeric representations by completing a table showing groups of 100s and remaining units. These activities also support students in defining and explaining relationships between models and symbolic forms.

In the lesson for 2.8B: "Sorting Three-Dimensional Solids – Lesson 2," *DreamBox Math* includes supports for students in explaining connections between concrete, representational, and abstract concepts, as required by the TEKS. Students begin by identifying physical three-dimensional objects and discussing their attributes, such as faces, edges, and vertices. They then transition to identifying pictorial representations of the solids and writing definitions based on their observations and discussions. These activities support students in defining and explaining how concrete and representational models relate to abstract geometric concepts.

5.4 Development of Academic Mathematical Language

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

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

The *DreamBox Math* materials provide opportunities for students to develop academic mathematical language through embedded supports such as visuals, audio prompts, and guided discourse. *DreamBox Math* states, "*DreamBox* integrates academic vocabulary throughout its lessons. Visuals, audio supports, and guided prompts encourage students to express reasoning and engage in mathematical discourse." Educator tools, including printable glossaries and "Lesson Highlights," further scaffold and extend language development.

Materials provide opportunities for students to develop academic mathematical language using visuals and modeled vocabulary. In the "Just Started" lesson for 2.3B, students create visuals of fraction strips, while the program reinforces terms such as halves and whole by modeling them on an additional strip after student input. This supports language development through visual representation and repeated academic 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.

In the lesson "Using Word Forms to Represent Numbers" (2.2.B), students are prompted to share their thinking and write about how they can apply their knowledge of word forms. These tasks provide opportunities for students to use academic mathematical vocabulary in both written and oral contexts.

In "Geometry and Measurement" 2.8.B, Teacher Narrative "Classifying Three-Dimensional Solids – Lesson 1," *DreamBox Math* provides educator guidance to extend students' use of academic vocabulary. Teachers are directed to circulate during partner discussions to listen to student definitions and to collect written definitions for evaluation. These strategies support vocabulary development through discussion and written expression.

The *DreamBox Math* curriculum includes Vocabulary Instructional Routines that provide sentence stems to support and scaffold student discourse with peers.

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

In "Numbers and Operations" 2.2.B, the lesson "Understanding Standard Forms of Numbers" includes embedded guidance to support students' use of academic vocabulary in discourse. Teachers are directed to have students write and discuss their numbers with a partner before sharing with the class. This promotes the application of appropriate mathematical language through structured peer conversation.

In "Numbers and Operations" 2.2.B, the lesson "Exploring Expanded Forms" includes embedded guidance to support students' use of academic vocabulary in discourse. Teachers are instructed to have students solve problems independently, share strategies with a partner, and then discuss those strategies as a class. This structure promotes the application of mathematical language through peer and whole-group discussion.

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

The *DreamBox Math* materials include embedded guidance to facilitate mathematical conversations and promote the use of academic vocabulary with peers. *DreamBox Math* states, "*DreamBox* integrates academic vocabulary throughout its lessons. Visuals, audio supports, and guided prompts encourage students to express reasoning and engage in mathematical discourse." Educator tools, such as printable glossaries and "Lesson Highlights," help scaffold and extend language development.

The *DreamBox Math* materials include embedded guidance to facilitate mathematical conversations by encouraging students to explain reasoning and use academic vocabulary with peers. In "Numbers and Operations" 2.8.B, Teacher Narrative "Sorting Three-Dimensional Solids – Lesson 1," students sort solids by attributes, share examples and non-examples of spheres with a partner, and write the defining attributes of a sphere. These tasks promote mathematical discourse through comparison, justification, and written explanation.

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.

Under the Resources tab, educators can access the document titled *Feedback for Students*, which outlines how *DreamBox Math* provides in-lesson scaffolding to support students when responses are incorrect. The document includes sample questions, exemplar student responses, and suggestions for guiding students to use embedded supports.

In 2.7.A under "Algebraic Reasoning," the *Curriculum Guide* provides guidance to anticipate student strategies and support or redirect inaccurate responses when identifying even and odd numbers. Students use manipulatives as support until they demonstrate understanding independently. When

responses are incorrect, the program offers prompts to reinforce vocabulary and guides effective use of manipulatives.

5.5 Process Standards Connection

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

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

The Texas Essential Knowledge and Skills (TEKS) process standards are integrated appropriately into the materials. In grade 2, Lesson 2.8C, "Sorting Polygons by Vertices," students classify and sort two-dimensional figures based on the number of vertices and communicate their reasoning by naming and discussing attributes. The lesson directs students to work in pairs, sort polygons from least to greatest by vertices, and validate their understanding through peer discussion.

The *DreamBox Math* materials include a description of how TEKS process standards are embedded across learning pathways. The *Curriculum Guide* states, "Every *DreamBox* lesson is aligned to the TEKS Readiness Standards for grades K–5, ensuring students not only learn math content but also develop problem-solving, reasoning, and communication skills." The guide also highlights how lessons "progress from early sense making to fluency and application, supporting educators with both structure and flexibility."

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

The *DreamBox Math* materials include a description of how process standards are incorporated and connected throughout the learning pathways. The *Process Standards Alignment* guide outlines how lessons and virtual manipulatives align with the TEKS mathematical process standards. This annotated table provides specific examples of student engagement in problem solving, reasoning, and communication. The guide supports educators in understanding how process standards are embedded across instructional content.

The *DreamBox Math* Teacher Narrative "Representing Numbers with Objects" references the process standards at the start of the lesson and connects them to real-life applications for students.

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

In the Teacher Experience under Curriculum, "Number and Operations," the TEKS are listed with lessons that align with that curriculum standard.

In addition, the materials provide a "TEKS Alignment" subsection within the Reviewer Site under the Instructional Design tab. On this page, the article "Mathematical Process Standards" gives educators an overview of the TEKS process standards, along with examples of *DreamBox Math* lessons that engage students with them. A table also shows how select lessons incorporate and align with these 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	All criteria for guidance met.	3/3
6.1b	All criteria for guidance met.	3/3
6.1c	All criteria for guidance met.	3/3
—	**TOTAL**	9/9

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

The *DreamBox Math* materials provide opportunities for students to think mathematically, persevere through solving problems, and make sense of mathematics. The website states, "Rather than progressing through isolated memorization of facts, students are supported in building cognitive maps of connected ideas, allowing for deeper understanding and retention." The curriculum is intentionally designed with vertical and horizontal coherence and is adaptive, reflecting the dynamic nature of student thinking.

The *DreamBox Math* materials provide opportunities for students to make sense of mathematics through open-ended questions, multi-step problems, and visual representations that support problem-solving and conceptual connections. In Lesson 2.4C, "Solving Multi-Step Word Problems with Addition and Subtraction," students solve a problem independently, then share and revise their strategies with a partner. The teacher facilitates a group discussion to compare solutions and highlight effective methods.

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

The *DreamBox Math* materials support students in understanding, explaining, and justifying that there are multiple ways to solve problems and complete tasks. The website states, "Using interactive tools, students engage in flexible thinking and use multiple strategies to solve a problem rather than following a single method." This approach encourages students to explore various solutions and develop a deeper understanding of mathematical concepts.

The *DreamBox Math* materials support students in justifying and explaining that there are multiple ways to solve problems and complete tasks. In Lesson 2.4C, "Solving Multi-Step Word Problems with Addition and Subtraction," students solve a problem independently, then share and revise their strategies with a partner. The teacher facilitates a class discussion to compare different approaches, allowing students to explain their reasoning and justify the effectiveness of their strategies.

6.1c – Materials are designed to require students to make sense of mathematics through multiple opportunities for students to do, write about, and discuss math with peers and/or educators.

The *DreamBox Math* materials are designed to require students to make sense of mathematics through multiple opportunities to engage in, write about, and discuss math with peers and educators. In Lesson 2.8B, "Classifying Three-Dimensional Solids – Lesson 1," students participate in partner discussions to share definitions and examples of geometric solids. The teacher collects students' written definitions at the end of the lesson to assess understanding.

The *DreamBox Math* materials provide structured opportunities for students to articulate their mathematical thinking through written explanations, reflections, and justifications using tools such as math journals. In Lesson 2.2D, "Comparing Numbers in Different Forms," the teacher prompts students to reflect by saying, "Let's reflect on our learning. Open your math booklet to the Math Journal section and write or draw what you did well and what you still need to work on."

6.2 Facilitating Productive Struggle

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.2a	All criteria for guidance met.	6/6
6.2b	All criteria for guidance met.	4/4
—	**TOTAL**	10/10

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

The *DreamBox Math* materials support educators in guiding students to reflect on their problem-solving approaches, including explanations, and justifications. The website states, "*DreamBox* assessment is based on students' demonstrated understanding, not just correct answers. Each lesson contains measurable learning objectives aligned to the Texas Essential Knowledge and Skills (TEKS) where student evidence is showcased in not only what they answer, but what they do and how they show their thinking." To be marked proficient, students must consistently show mastery across multiple lesson types, including early sense-making, exploration, recognition of structure and relationships, and procedural fluency.

The *DreamBox Math* materials support educators in guiding students to share their explanations, and justifications. In Lesson 2.4C, "Solving One-Step Word Problems with Addition," students solve a problem independently, discuss their strategies with a partner, and then share with the class. The lesson encourages students to explain their reasoning, justify why their strategy was effective, and evaluate the effectiveness of their peers' approaches. This process promotes critical thinking and collaborative reflection on problem-solving methods. The *Teacher Guide* supports students in sharing and reflecting on their arguments, explanations, and justifications during instruction. The ELPS-aligned Teacher Narratives specifically address this by providing guidance for teachers when incorporating the aligned English Language Proficiency Standards (ELPS).

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

The *DreamBox Math* materials include guidance to support educators in providing explanatory feedback based on student responses and anticipated misconceptions. The website states, "Just-in-time support in *DreamBox* promotes error analysis and self-correction and facilitates productive struggle." Hints and real-time scaffolding encourage students to pause, reflect, and respond to feedback before continuing the lesson.

The *DreamBox Math* materials provide prompts to support educators in addressing anticipated misconceptions. For standard 2.7A, a common misconception is misrepresenting or incorrectly describing

a set of equally distributed objects. When a student answers incorrectly, the program responds with guiding questions and visual supports to clarify understanding and promote accurate reasoning.