Edmentum, Inc.

Supplemental English Mathematics, 1
Exact Path Mathematics–Grade 1

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	**9781641032582**	**Digital**	**Adaptive**

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	17	0	Flags Not in Report	Not Applicable	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	17 out of 21	81%
2. Progress Monitoring	21 out of 23	91%
3. Supports for All Learners	32 out of 37	86%
4. Depth and Coherence of Key Concepts	14 out of 16	88%
5. Balance of Conceptual and Procedural Understanding	33 out of 38	87%
6. Productive Struggle	16 out of 19	84%

Breakdown by Suitability Noncompliance and Excellence Categories

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

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

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	The materials do not include a rationale for learning paths across grade levels (vertical alignment).	4/5
1.1b	All criteria for guidance met.	3/3
1.1c	All criteria for guidance met.	2/2
1.1d	All criteria for guidance met.	2/2
1.1e	All criteria for guidance met.	2/2
—	**TOTAL**	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.

Grade 1 materials provide an alignment guide detailing the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and concepts covered, demonstrating horizontal alignment. The Knowledge Map and K–12 Learning Progression Report illustrate how lessons are sequenced within the grade and build on prior knowledge from Kindergarten, while preparing students for grade 2.

The rationale for learning paths explains how each concept contributes to skill development across and within the grade level. ELPS supports are explicitly connected to grade-level skills via the Exact Path Materials and the *Skills Alignment to Texas ELPS Guide*, supporting students in developing academic language alongside mathematical proficiency.

While vertical alignment is evident, materials do not include rationales that explain why certain skills are prioritized at each grade level and how the progression of learning prepares students for future success.

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

The Exact Path welcome materials include an implementation guide called *Implement with Fidelity to Accelerate Growth*. This guide provides usage recommendations for struggling and advanced learners.

The materials in the Lesson Ideas include guidance for struggling learners, English Language Learners (ELL) support, and extension activities for above-grade learners.

The *Teacher Resource Manual* offers guidance and suggestions for differentiation during Guided Practice, Differentiated Support, and Independent Practice in each lesson. It includes descriptions of how teachers can address common errors and misconceptions. Additionally, it provides strategies for utilizing the materials effectively in both small group and whole group instruction.

The materials include adaptive resources for utilizing them as a course, assigning lessons, or creating learning paths for specific students to use for intervention, enrichment, or extension from the Learning Paths page.

Educators can modify and adjust personalized learning pathways to meet individual needs of learners, remediate, or accelerate their learning.

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

Within the Exact Path Learn and Support, the article Overview: Exact Path Diagnostic results allows teachers to edit student path placements after the diagnostic to meet the individual needs of the students. This will enable educators to create personalized and targeted learning experiences for the students.

A *TEKS Correlation Guide* for grade 2 is provided within the Exact Path Correlation to the TEKS Guide.

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

The materials include protocols with guidance for grade 1 lesson internalization through their online learning community accessible through the Exact Path Help Center. The online materials include a professional learning hub with asynchronous training to guide educators.

The *Teacher Resource Manual* provides extensions, interventions, and tips to activate prior knowledge. Additional verbiage is provided for teachers to offer to students who require further guidance on skill errors and misconceptions using the "If This, Then This" model.

Lesson Ideas for grade 1 include printable lesson plans that provide guidance on prerequisite skills needed, assessment tips, sample assessments, common misconceptions, and a glossary of key vocabulary.

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

The Exact Path Learn and Support, Implementation for Administrators Materials provides a calendar with key activities for schools to engage with throughout the year. The activities are divided into four categories: before school starts, the beginning of the year, the middle of the year, and the end of the year.

Instructions on how to set up classes and monitor student progress can be found under the Exact Path Learn and Support, Getting Started—Quickstart for Administrators.

Administrators, through the Understanding the Administrator Dashboard, receive guidance and instruction through online video support to monitor the percentage of enrolled students who have received learning paths, if students are meeting usage goals, and the number of unique skills that students have mastered.

The *Teacher Resource Manual* offers a detailed list of materials essential for effectively implementing Edmentum Lesson Ideas. It includes resources for guided practice, differentiated instruction, and independent practice. Additionally, the Observe and Respond section provides coaching guidance to address common student misconceptions.

1.2 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	This guidance is not applicable to the program.	N/A
1.2b	The materials do not include lesson components with suggested time frames.	4/5
1.2c	The materials do not contain support for families in Spanish and English for each unit, with suggestions on supporting the progress of their student.	0/2
—	**TOTAL**	4/7

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.

Grade 1 materials include detailed lesson overviews with clear objectives, supported by ELL Teaching Tips, and individualized pathways to scaffold learning for diverse students.

Lessons provide comprehensive components, including teacher and student materials, guided and independent practice, manipulatives, and printable resources.

Mastery assessments are available at the end of digital lessons to monitor student progress, and alignment to the ELPS is clear, supporting English learners in developing academic language.

A pacing guide provides weekly time suggestions (40 minutes per subject per week, eight skills in 12 weeks), but individual lesson component time stamps are not included.

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

The materials contain a general parent letter in Spanish for parents to access the program and monitor their student's progress, but do not include support for families in Spanish for each unit, with suggestions on how to support each unit for grade 1.

The English materials contain a general parent note and a note to access Sensei, which provides families with the opportunity to view the Learning Path, the skills being worked on, and any trophies earned. The

Sensei is not divided into units, resulting in no units with suggestions on supporting the progress of their child(ren).

Edmentum Exact Path provides grade 1 Family Articles and unit Worksheet Bundles, Activity Classroom Packs, At-Home Bingo Cards, and other materials in English (but not in Spanish) to support families in their student's progress at home.

2. Progress Monitoring

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

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	All criteria for guidance met.	2/2
2.1b	All criteria for guidance met.	2/2
2.1c	The materials do not include printable versions.	3/4
2.1d	All criteria for guidance met.	4/4
2.1e	All criteria for guidance met.	4/4
—	**TOTAL**	15/16

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

Grade 1 materials provide the definition of diagnostic assessments in the Diagnostic Glossary, located on the Exact Path Learn and Support page under the Assessment Solutions dropdown. Benchmark assessments are also defined and explained as tools used throughout the year to gauge student growth (Benchmarks section).

The purpose of formative assessments is consistently addressed across lesson plans. In a lesson on adding and subtracting using models, the Assessment Tips and Common Misconceptions sections help teachers anticipate errors and guide instruction. Another lesson on classifying two-dimensional shapes includes an activity sheet and teacher questions to check understanding in real time.

While a formal definition of formative or summative assessments is not provided in the lesson materials, the definitions and purposes found in supporting documents and embedded lesson content meet both requirements of the indicator.

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

Grade 1 materials provide clear guidance for consistent administration, including scripts for examiners and diagnostic administration protocols (pre-, during-, and post-assessment). These can be found on the Learn and Support page and Edmentum homepage. Classroom implementation plans in lessons like "Adding Whole Numbers" also guide teachers through materials, routines, and vocabulary needed to standardize delivery.

Accurate administration is ensured through time allotments, accommodations for special populations, and built-in assessment tips with guiding questions and prompts. These supports help maintain fidelity and alignment with assessment intent.

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.

Grade 1 digital assessments include accommodations that educators will be able to enable or disable to support individual students.

The Student Setting Enhancement document under Customizing Student Tools Access outlines allowing teachers to toggle text-to-speech, calculators, dictionaries, and translations, ensuring students can access the tools they need to demonstrate understanding.

While assessments can be printed from the browser, the materials do not support printing that preserves accommodations, such as large fonts, simplified formatting, or space for handwritten calculations.

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

Grade 1 materials include TEKS-aligned diagnostic assessments with multiple interactive item types, such as Carnival Fun, and Ticket to Ride, within Exact Path Diagnostic Assessments.

Students engage in tasks that increase in complexity, moving from counting and procedural tasks to comparison and basic analysis in Ticket to Ride, Exact Path Level 2, Skills and Concepts.

Assessments allow educators to monitor student growth, adjust instruction, and provide enrichment or remediation as needed.

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

Grade 1 formative assessments include multiple interactive item types, including multiple choice, drag-and-drop, and text entry, found in assessments such as Carnival Fun.

The Ticket to Ride activity provides tasks that progress across multiple cognitive levels: recall (counting), application (comparing sets of objects), reasoning (analyzing differences between sets), and strategic thinking (selecting efficient methods to solve problems)—fulfilling the requirement for more than two complexity levels.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	The materials do not include a rationale for each incorrect response.	2/3
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**	6/7

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

Grade 1 materials include scoring information and guidance to help educators interpret student performance. Reports and tools such as the Learning Pathway Current Activities, Skills Performance Report, Exact Path Diagnostic Reports, and the Teacher Homepage provide data on student strengths, weaknesses, time on task, domain-level performance, and progress over time.

The materials include formative assessments and interactive practice opportunities, such as Sub-Traction Problems, that offer limited explanations for correct answers after repeated incorrect attempts.

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

Grade 1 materials provide detailed guidance for using tasks and activities in response to student trends in performance on assessments. Teachers can draw from resources such as the Knowledge Map, Teacher Support Materials, Learning Pathway, Mini-Lesson How to Teach sections, Diagnostic Reports, and adaptive pathways to inform instructional decisions.

The materials offer clear facilitation guidance, including how to group students, address prerequisite skills, and implement targeted tasks. For example, mini-lessons like "Classifying Two-Dimensional Shapes" provide guiding questions to check for understanding, while adaptive features recommend building block lessons for students who score below benchmark levels on progress checks.

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 grade 1 materials provide a range of tools for teachers and students to track progress and growth. Teachers can view detailed information through the Knowledge Map, Skills Status Legend, and K–12 Learning Progression Report, which display individual and class-level mastery of skills over time.

For students, the materials include engaging resources such as the Game Board, Underwater Goal tracker, Trophies, Printed Challenges, and student-friendly data trackers that support goal setting and reflection on learning progress.

2.2d – If designed to be static, materials provide prompts and guidance to support educators in conducting frequent checks for understanding at key points throughout each lesson or activity.

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.

Grade 1 adaptive materials provide frequent checks for understanding at key points throughout lessons that inform the adjustment of content in real time.

Lessons such as "Counting With a Friend," "Geometry, and Data Analysis & Probability–Reading Graphs", include embedded checks, assessment tips, and prompts that help educators and the system adjust the difficulty and focus of instruction based on student responses. These materials also offer follow-up activities, reteaching tips, and extension tasks to support varied learning levels. Interactive practices like Ticket to Ride further reinforce

3. Supports for All Learners

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

3.1 Differentiation and Scaffolds

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.1a	All criteria for guidance met.	1/1
3.1b	The materials do not include preteaching and embedded supports for unfamiliar references in the text.	2/4
3.1c	All criteria for guidance met.	2/2
3.1d	All criteria for guidance met.	3/3
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 materials for grade 1 include Struggling Learner Options, but these sections often lack specificity in the scaffolding provided. For instance, in the lesson "Addition and Subtraction Facts," the Struggling Learner Option simply directs educators to use an independent practice activity with students, but without offering clear guidance on how to support students through the activity. The lack of specific strategies to address struggling learners means that these students may not receive the scaffolding they need to reach grade-level proficiency.

In another lesson, "Length," the Struggling Learner Option, suggests reviewing the independent practice activity with students and using tiles and paper clips to measure the length of objects. However, there is no explicit guidance on how to scaffold this activity to ensure struggling students understand the concept of length estimates. This gap in explicit guidance means that struggling learners may not receive the targeted support needed to succeed.

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.

Grade 1 materials provide direct teaching of academic vocabulary in mini-lessons before the independent practice. In the lesson "Classifying Two-Dimensional Shapes," students can read alongside the program to learn the definitions of a triangle and a square. This mini-lesson begins by introducing the concept of shapes. Students then study how to identify different shapes based on the number of sides, corners, and

other attributes. The mini-lesson also provides drag-and-drop and click-and-find interactions that offer students opportunities to test their understanding of different shapes.

Teachers are provided guidance in the Lesson Idea Support materials for the lesson. Located within the materials, teachers are given a glossary of the vocabulary that will be taught in the lesson. Students are able to access a digital version of this glossary within the toolbar of the lesson provided.

Although there is an ELL Teaching Tips section, it does not provide pre-teaching and embedded supports for unfamiliar references in the text.

3.1c – Materials include explicit educator guidance for enrichment and extension activities for students who have demonstrated proficiency in grade-level and above grade-level content and skills.

The grade 1 materials include explicit educator guidance for enrichment and extension activities that target students who have demonstrated proficiency in grade-level content. For example, in the lesson, "Represent and Interpret Data," there is an enrichment section that offers activities tailored to advanced learners.

Similarly, the lesson "Time" provides extension activities to further engage students who have already mastered the concepts.

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.

Grade 1 digital materials provide accommodations that educators can control for individual students, including text-to-speech, calculators, and content and language supports such as visual models, diagrams, simplified language, and interactive prompts. As documented in the "Student Setting Enhancement" document under "Customizing Student Tools Access for Each Grade Level," teachers can enable or disable these features based on each student's needs, supporting personalized practice and assessments.

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.

Grade 1 materials provide opportunities for students to demonstrate their understanding of mathematical concepts in various ways. For example, in the lesson "Adding with Blocks," students are asked to use models to add, using pictorial representations of base-10 blocks on place value charts to model addition. In the accompanying worksheet "Aced Addition," students transition to using the standard algorithm with regrouping to add one- and two-digit numbers.

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.

In the grade 1 lesson "Addition and Subtraction Properties," there is a warm up section where teachers are prompted to, "Write 4 + 6 = 10 and 10 – 6 = 4 on the board and then ask students what those two problems have in common." Students are supposed to identify that the numbers are the same in each number sentence, just in opposite order. This activity anchors the big idea that addition and subtraction are inverse relationships.

The Lesson Idea "Measuring Length" activates prior knowledge and anchors big ideas in the Assessment Tips before the instructional part of the lesson, by asking students "to measure objects such as a blackboard eraser using nonstandard units such as paper clips; to determine which unit is appropriate for measuring specific real-world objects with questions (e.g., "Would you use inches or feet to measure the length of the classroom? Why?"), and to identify some long or very long objects around them as well as some short or very short objects."

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.

Grade 1 materials provide multi-tiered intervention methods for independent, collaborative, and guided practice. In the lesson "Time," the intervention activities in the Struggling Learner section include guided practice, where the teacher works with students in a group to label a hula hoop to create a clock face, then asks questions focusing on what time certain activities occur. The materials include multi-tiered intervention methods for various types of structures (whole group, small group, individual). In the grade 1

lesson "Addition and Subtraction Facts," the intervention activities outlined in the Struggling Learner section include individual structure, where the teacher works with each student one-on-one to complete the independent practice worksheet.

The *Teacher Resource Manual* provides guidance, suggesting grouping students for small-group instruction and for teachers to implement small group instruction using Lesson Ideas. Teachers are instructed to follow these three steps: Use Data, Identify Resources, and use Guided Practice to Inform Instruction.

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

Grade 1 materials offer enrichment and extension methods that support various forms of engagement, such as in the "Addition and Subtraction Facts" lesson, where students use cards to practice addition and subtraction through a kinesthetic and visual activity. The materials also include guidance for educators, such as in the "Classifying Two-Dimensional Shapes" lesson, where teachers are given lists of materials and questions to help extend students' understanding of shapes.

While extension activities are provided in each lesson, there is a lack of explicit enrichment activities for students working beyond the typical level of the lesson.

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

Grade 1 materials include clear prompts to support educators in providing timely feedback during lessons. In the "Measuring Length" lesson, teachers are encouraged to ask questions like, "Would you use inches or feet to measure the length of the classroom?" and to help students compare objects based on their measurements. Additionally, the materials offer guidance for addressing misconceptions, such as when students struggle with the relationship between tally marks and the objects they represent in the "Reading Graphs" lesson. While feedback is suggested in terms of correcting student errors, such as in the digital game Mind the Gap, the materials do not provide explicit guidance on the types of feedback to give students when they are struggling with specific concepts.

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 include increasingly more academic language (at least one to three additional levels of language proficiency).	1/4
3.3c	All criteria for guidance met.	1/1
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.

Grade 1 materials demonstrate limited support for all levels of language proficiency, particularly for ELL students, but do not include sufficient embedded linguistic accommodations as defined by the ELPS. In the lesson "Real World Problems," students are allowed to respond with drawings instead of using academic language, which limits the opportunity to engage in increasingly more academic language. The ELL Teaching Tip section includes a list of vocabulary words, but it does not provide strategies for embedding these terms into students' spoken or written responses.

Furthermore, lessons such as "Subtracting Whole Numbers" and "Measuring Length" provide vocabulary lists with definitions but lack strategies that actively support ELL students in practicing and internalizing these terms. While some lessons offer flexibility through partner work and visual aids, these accommodations do not engage students in using academic language in a way that promotes language development.

Although digital assessments provide audio and screen reader capabilities to support comprehension, this adaptive support is not present in the instructional lessons, which misses an opportunity to engage students in using increasingly more academic language across the lesson.

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

Grade 1 materials provide guidance to support bilingual/ESL program educators. The materials include implementation guidance to support educators in effectively utilizing them within state-approved bilingual/ESL programs. For example, the *ELPS Guide* identifies the ELPS for grades K–12 and highlights how they align with specific lessons. These connections help educators identify the relevant Exact Path Alignment Materials and Skills.

The Exact Path Learn and Support: English Learners states, "Exact Path provides effective support for Multilingual Learners (MLL) in state-approved bilingual/MLL programs through: An English dictionary for additional support, explicit vocabulary instruction on key terms in each module, included background knowledge that students need to successfully complete the content, and media-rich instructional materials."

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

The materials guide teachers in developing literacy and language through written and oral discourse. Grade 1 materials provide support for emergent bilingual students, such as sentence frames in Real World Problems (e.g., "The number __ is greater than __."), with visual supports.

In Grade 1, the section titled ELL Learners in the activity, "Real World Problems," the lesson states the following, "Partner work – Allow students to do individual work with a partner. Let students complete step 2 of the Struggling Learner Option with a partner for added support." The lesson provided in that section states, "These questions are the same as the Independent Practice Activity except that the pictures are already drawn for them." These pictures provide visuals for students.

The materials include embedded resources to build background knowledge through oral and written discourse. In the lesson "Time," the teacher is instructed to have the students count by fives aloud as a class from 0 to 60. Then, have students write these numbers down on a sheet of paper.

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.

Grade 1 materials support TEKS-aligned depth through scaffolded practice that transitions from concrete to abstract tasks. Students solve addition and subtraction problems using a variety of strategies, including manipulatives, number models, and word problem representations. Practice tasks include creating and interpreting picture graphs, analyzing equal shares, and comparing portions, all of which build reasoning skills.

Comprehension checks prompt students to apply strategies and justify responses. However, instructional assessments are procedural in nature. For example, number sentence tasks focus on filling in missing values with minimal complexity and do not allow for explanation or multiple solution strategies.

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.

Grade 1 instructional materials show a clear progression of rigor and complexity through both guided and independent tasks. In the digital activity Knight Fever, students begin by recalling number facts, and then transition to extension worksheets like Prince Charming, where they create and evaluate their own number sentences (Edmentum Exact Path—Assess & Teach—Priority Skills Lessons—Math/Grade 1/Algebra & Expressions).

The lesson ideas include advanced problem-solving that demands both the application of skills and justification of reasoning through number sentences. Topics like comparing two-digit numbers and counting beyond 100 progress from understanding to application and analysis.

Though scaffolded well for grade-level mastery, including the use of mental math and regrouping strategies, there is minimal evidence of enrichment that challenges students beyond grade-level TEKS.

4.2 Coherence of Key Concepts

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.2a	All criteria for guidance met.	1/1
4.2b	All criteria for guidance met.	1/1
4.2c	The materials do not connect students' prior knowledge of concepts and procedures to the mathematical concepts to be learned in future grade levels.	2/4
—	**TOTAL**	4/6

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

Grade 1 materials demonstrate horizontal coherence by connecting patterns, big ideas, and relationships across concepts within the grade level. The Learning Path provides a progression from comparing two-digit numbers to measuring and comparing lengths, while place value concepts are reinforced through manipulatives and independent tasks such as Aqua Cubes. Digital activities like Problems at Sea and Ticket to Ride integrate counting, operations, and data representation, enabling students to apply their knowledge across mathematical domains.

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

The materials demonstrate some coherence vertically across concepts and grade bands, including connections from kindergarten through grade 2. For example, in kindergarten, the lesson "Number Composition" has students explore combinations that make ten. This connects to grade 1 in "Addition and Subtraction Facts," where students use known facts like 5 + 5 = 10 to solve problems such as 5 + 6 = 11. In grade 2, the worksheet Roll Models builds on prior learning by having students identify and describe 3-D shapes, a concept introduced in kindergarten when students explored basic shapes and their attributes.

The "Time" lesson teaches students to tell time to the hour, half-hour, and quarter-hour, with a focus on skip counting by fives to indicate minutes. This aligns with grade 2's "Finding Clock Time," where students learn to read time to the nearest five-minute increment, reinforcing and expanding upon earlier skills.

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.

Grade 1 materials contain concepts that align with prior and future grade-level learning, such as the lesson idea "Comparing Numbers to 100," which parallels comparison activities from Kindergarten and supports later work in grade 2.

Digital lessons involving place value charts and base-10 blocks reinforce key skills. However, the materials do not include explicit prompts or guidance to connect students' prior knowledge of concepts or procedures to the new mathematical concepts they are learning or to concepts in future grades.

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.

Grade 1 materials include structured opportunities for spaced retrieval of previously learned skills and concepts. Activities such as Classifying 2-D Shapes, Museum Mishaps, To Regroup or Not to Regroup, and Adding with Blocks are supported by teacher-assigned practice and linked assessments in the TEKS Guide, allowing students to revisit earlier addition, subtraction, and geometry skills.

Interactive tasks like Moo-vin' on Up provide review of number sense and counting strategies within new contexts, ensuring that students apply prior knowledge while progressing through the learning pathway.

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

Grade 1 materials do not consistently provide interleaved practice opportunities with previously learned skills or concepts across learning pathways. Activities such as those in the Knowledge Map, Mech Me a Star, and Family Shopping focus on mastering one skill at a time without integrating prior learning.

Lessons, including "Ticket to Ride," "Can't Be Topped," and "Show Time," offer varied strategies within a single concept (e.g., combining graph interpretation with addition/subtraction or exploring different representations of fractions and time). The interleaving promotes flexible thinking, strengthens problem-solving abilities, and ensures students revisit and apply earlier skills across multiple learning pathways.

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	The materials do not include questions and tasks that provide opportunities for students to analyze and evaluate models and representations for mathematical concepts and situations.	1/3
5.1b	All criteria for guidance met.	2/2
5.1c	All criteria for guidance met.	1/1
—	**TOTAL**	4/6

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

Grade 1 materials provide opportunities for students to interpret models and representations but do not effectively support analysis and evaluation of these models. For instance, in the lesson on place value, students are prompted to model numbers with base-10 blocks, such as representing the number 56 with 5 tens rods and 6 ones blocks. While students can interpret the models, they are not explicitly asked to analyze or evaluate the representations, such as by comparing how the models relate to the numbers in different contexts or asking why the blocks represent the digits in specific ways.

Additionally, in the "Seed Count" lesson, students interpret symbols for greater than, less than, and equal to, but they are not prompted to analyze how these symbols relate to the numbers or evaluate the appropriateness of the representations. The tasks primarily focus on recall and basic comprehension of the concepts, without providing deeper opportunities for students to engage critically with the models.

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

Grade 1 materials offer opportunities for students to create concrete models and pictorial representations in various lessons. For example, in the lesson "Length," students are given objects such as paper clips and color tiles to measure items, allowing them to create concrete models of mathematical situations. Similarly, in the lesson "Real World Problems," students are prompted to draw pictorial models for word problems, which supports their ability to represent mathematical situations visually.

The lesson "Place Value" asks students to model numbers using base-10 blocks, and students are instructed to represent numbers like 25 with tens rods and ones blocks, which provides both concrete and pictorial representations. Additionally, in the lesson "Describe and Build Shapes," students use geoboards and rubber bands to create shapes, further reinforcing the use of concrete models in representing mathematical concepts.

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

Grade 1 materials provide several opportunities for students to apply their conceptual understanding to new problem situations, though these opportunities are not always fully developed. For instance, in the lesson "Represent and Interpret Data," students extend their understanding of creating picture graphs by collecting data from their friends and family about favorite ice cream flavors or subjects. This task challenges students to apply their skills in a new context outside of school, providing a real-world connection.

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.

Grade 1 materials offer tasks that foster both automaticity and fluency in mathematical procedures necessary for grade-level success. For instance, in the Sub-Traction Control—Subtraction within 20 worksheet, students practice subtraction using a hundreds chart, promoting automatic recall of subtraction facts within 20.

In the Chick Mix digital practice, students are provided with 16 different addition and subtraction problems, supporting fluency in basic arithmetic operations.

The materials also incorporate games that engage students with manipulatives to reinforce number sense and enhance automaticity.

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

Grade 1 materials offer opportunities to practice mathematical procedures that promote the flexibility and accuracy for solving problems in various ways. The "Collecting Rocks" lesson encourages the use of different tools, such as a hundreds chart and base-ten blocks, to add tens and ones.

The materials provide opportunities for students to practice applying the efficiency of their strategies by completing one of three worksheets that are provided with the lesson. Students can choose from modeling addition using base-ten blocks, skip counting by tens, or the standard algorithm.

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

Grade 1 materials provide students with opportunities to evaluate mathematical strategies for efficiency, flexibility, and accuracy, particularly in lessons like "Collecting Rocks" and "Addition and Subtraction."

In these lessons, students use mental math, place value, and models to solve addition and subtraction problems. For example, in "Collecting Rocks," students evaluate strategies to subtract multiples of 10 from multiples of 10 within 50 and to add multiples of 10 to any two-digit number.

This process helps them understand flexibility in strategy choice. In Addition and Subtraction, students use mental math to add and subtract 10 without counting, promoting the evaluation of the accuracy of their methods.

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

Grade 1 materials provide guidance that supports students in selecting the most efficient approaches to solving problems. In the "Collecting Rocks" lesson, students use mental math, place value, and models to solve subtraction problems involving multiples of 10. The progression from using models to mental math helps students develop more efficient strategies over time.

In the "Addition and Subtraction" lesson, students practice adding and subtracting 10 without counting, transitioning from concrete models to more abstract methods.

5.3 Balance of Conceptual Understanding and Procedural Fluency

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

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

Grade 1 materials also address both the conceptual and procedural components of the TEKS. Lessons like "Real World Problems" use pictorial representations to support the conceptual understanding of addition and subtraction, while procedural fluency is emphasized through solving equations.

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

Grade 1 materials successfully incorporate concrete, pictorial, and abstract models to support the TEKS. For instance, in the Block Party worksheet, students use abstract models (the algorithm) and pictorial representations (drawings) to solve addition problems.

Additionally, in the "Length" lesson, students measure objects with concrete items like colored tiles and paper clips, connecting concrete models to abstract concepts.

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.

Grade 1 materials provide clear opportunities for students to connect and create concrete, representational, and abstract models, aligning with the TEKS. For example, in the Block Party worksheet, students are prompted to draw pictorial representations of addition problems alongside the abstract model (algorithm), helping bridge the gap between concrete and abstract mathematical thinking.

Additionally, students use base-ten blocks to represent numbers and learn regrouping strategies, while pictures are employed to interpret data, such as in bar graphs. These tasks help students connect their hands-on learning experiences to more abstract concepts, fostering deeper conceptual understanding and procedural fluency.

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.

Grade 1 materials offer support for academic language development through visuals and manipulatives. In the "Shapes" lesson, students are asked to identify and color shapes based on their attributes, reinforcing geometric vocabulary such as square and circle.

The "Length" lesson uses real-life objects like string and ribbon for length comparison, where students describe objects as *longer* or *shorter*.

Additionally, the "Classifying Two-Dimensional Shapes" lesson incorporates academic terms as students sort shapes by attributes such as the number of sides and corners. In the Adding "Whole Numbers" lesson, manipulatives help students solve problems using terms like *in all*, further supporting their mathematical 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.

Grade 1 materials embed guidance that supports students' academic language development by embedding educator guidance to scaffold and support communication with peers. In the lesson "Addition and Subtraction to 20," educators are guided to model a think-aloud using the "making 10" strategy, prompting students to use vocabulary such as *addend* and *sum* during pair work.

The lesson "Reading and Writing Numbers" provides a structure for teachers to model counting with base-ten blocks, reinforcing language such as *ones* and *tens* as students engage with number representation.

Additionally, the lesson, "Compare and Order Numbers" helps students explain real-world situations where numbers are compared, using terms like *same*, *more*, and *less* as they create and discuss problems in groups to extend students' use of academic vocabulary when communicating with peers.

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

Grade 1 materials support the application of academic vocabulary in discourse. In the "Adding Whole Numbers" lesson, the teacher models a think-aloud to demonstrate how to count on a number line, prompting students to use terms like *combine* and *compare* when discussing addition problems.

The "Super Star Award" lesson also includes vocabulary support, as students are prompted to identify and describe shapes based on their properties, reinforcing language like *sides* and *vertices*. Furthermore, the lesson "Compare and Order Numbers" encourages students to explain real-world situations in which they would compare numbers, using terms like *same*, *more*, and *less* during group discussions.

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

In Grade 1, the materials continue to facilitate mathematical conversations. In the lesson "Addition and Subtraction Facts," teachers model the think-aloud strategy for addition, prompting students to discuss their thinking with peers, using terms like *combine* and *compare*.

The lesson "Classifying Two-Dimensional Shapes" encourages students to create shapes using geoboards and discuss their attributes, reinforcing geometric vocabulary. In the Reading Graphs lesson, students work in small groups to discuss and analyze data, using terms like *more* and *less* to describe the results of a bar graph.

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.

Grade 1 materials anticipate student responses with exemplar answers and guidance for redirection. In the lesson "Reading Graphs," teachers are given prompts for students to discuss the results of a bar graph, such as, "What does your graph tell you about the types of shoes worn by students?" Exemplar answers like, "More students are wearing sandals than sneakers" help students refine their language in context.

The "Measuring Length" lesson provides guidance for teachers to address misconceptions, such as students confusing lengths, and includes prompts to guide them to classify objects as longer or shorter. These lessons ensure that students hear and use appropriate mathematical vocabulary when discussing their findings.

5.5 Process Standards Connection

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.5a	All criteria for guidance met.	1/1
5.5b	The materials do not include a description of how process standards are incorporated and connected throughout the learning pathways.	0/2
5.5c	The materials do not include an overview of the TEKS process standards incorporated into each lesson.	0/1
—	**TOTAL**	1/4

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

Grade 1 materials integrate TEKS process standards effectively. The "Measuring Length" lesson requires students to select appropriate units and measurement tools to describe the length of real-world objects, allowing them to connect math concepts with practical applications.

The "Addition and Subtraction Facts" lesson prompts students to practice different strategies for solving problems, using manipulatives to model and explain their reasoning.

Moreover, the "Can't Be Topped" lesson requires students to apply fractions by solving real-world problems involving pizza toppings, demonstrating the application of mathematical concepts in context.

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

Grade 1 materials lack explicit descriptions of how process standards are integrated into the learning pathways. In the "Classifying Two-Dimensional Shapes" lesson, the National Council of Teachers of Mathematics (NCTM) standards are listed, but there is no reference to the process standards or their connection to the content.

The "Real World Problems" lesson includes an objective related to problem-solving, but it fails to identify how process standards are connected or embedded throughout the activities. This gap in explanation diminishes the coherence of the instructional approach and reduces the clarity with which students can apply process standards in their learning.

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

Grade 1 materials lack an overview of the TEKS process standards incorporated into each lesson. The lessons, such as "Measuring Length" and "Classifying Two-Dimensional Shapes," contain content standards but do not include the process standards. While the NCTM Standards section lists content

standards, it does not connect them to the process standards, leaving a gap in the instructional alignment.

This lack of integration hinders opportunities for students to use problem-solving strategies and to communicate their reasoning during their learning activities.

6. Productive Struggle

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

6.1 Student Self-Efficacy

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.1a	All criteria for guidance met.	3/3
6.1b	The materials do not support students in justifying that there can be multiple ways to solve problems and complete tasks.	2/3
6.1c	All criteria for guidance met.	3/3
—	**TOTAL**	8/9

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

Grade 1 materials provide opportunities for students to think mathematically, persevere through problem-solving, and make sense of mathematics. In the "Number Sentences" lesson, students are prompted to explain how they solved equations and reflect on their strategies. The educator asks, "What strategy did you use to solve the number sentence? Can you explain your reasoning?" This encourages mathematical thinking and persistence.

In the "Addition and Subtraction Strategies" lesson, when students encounter difficulties, the teacher encourages them to consider other methods, prompting them with, "What happens if we try counting on instead? How would that change the problem?" This question helps students persist through difficulties and continue problem-solving. The teacher also asks, "Which method did you find easiest for solving? Why do you think that method worked?" This helps students make sense of the mathematics behind their strategies.

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

Grade 1 materials support students in understanding, explaining, and justifying multiple ways to solve problems. In the "Number Sentences" lesson, students identify and explain errors in equations like 8 + 2 = 11 using visual models such as counters and number lines, reinforcing their understanding of equations. The "Addition and Subtraction Strategies" lesson encourages students to reflect on their chosen strategies by answering, "What strategy did you use to solve the problem? Why did it work?" This helps students think critically about different approaches and strengthens their understanding of addition and subtraction.

In the "Fact Families" lesson, students explain their methods to classmates using prompts like, "Do you agree with your partner's solution? Why or why not?" This fosters their strategies and broadens their understanding of how different methods can solve the same problem.

While the materials ask students to explain their strategies, they do not provide enough guidance for justifying that multiple strategies can be valid. This limits opportunities for students to fully justify and analyze the efficiency of different problem-solving approaches.

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.

Grade 1 materials require students to make sense of mathematics through multiple opportunities for students to do, write about, and discuss math with peers and educators. In the "Real World Problems" lesson, students are given the opportunity to solve word problems using models and manipulatives. After solving, the teacher prompts students to discuss their strategies with a partner: "How did you solve this problem? Did your partner use a different method? Can you explain your strategies?" This facilitates peer-to-peer discussion, allowing students to learn from each other's approaches.

To write about math, students are asked to record their solutions and explain their reasoning after solving the problem, "Write how you solved the problem using pictures or numbers."

Additionally, in the "Number Sentences" lesson, students work in pairs to sort true-and-false number sentences and draw models to justify their answers. Afterward, they share their reasoning with the class, promoting further discussion and reflection on their mathematical thinking after doing the math.

6.2 Facilitating Productive Struggle

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.2a	The materials do not support educators in guiding students to share and reflect on their problem-solving approaches, including arguments.	4/6
6.2b	All criteria for guidance met.	4/4
—	**TOTAL**	8/10

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

Grade 1 materials support educators in guiding students to share their problem-solving approaches, including explanations and justifications. In the "Length" lesson, teachers are prompted to ask students to discuss strategies for estimating length and reflect on how different materials, such as paper clips and colored tiles, compare.

Similarly, in the "Represent and Interpret Data" lesson, students are encouraged to discuss their methods for creating and interpreting graphs.

Despite these opportunities for explanation, the materials do not strongly support students' arguments. In the Interpreting "Represent and Interpret Data" lesson, while students are given the opportunity to share their problem-solving approaches, there is a lack of guidance on how to encourage students to argue their methods or reasoning.

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

Grade 1 materials include prompts and guidance to support educators in providing explanatory feedback based on student responses. In the "Ordering and Comparing Numbers to 100" lesson, students are asked to explain how they determined which number is greater, using tools like number lines and a 100s chart.

The educator is prompted to guide students in sharing their thinking and providing justifications for their answers. In the lesson, "Represent and Interpret Data," the materials support educators in providing feedback by encouraging students to explain how they constructed a graph and what their graph represents.