Edmentum, Inc.

Supplemental English Mathematics, K
Exact Path Mathematics–Grade K

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%	2	12	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.

Kindergarten materials include a comprehensive alignment guide that outlines the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and concepts covered at the grade level. Horizontal alignment is demonstrated within the K–12 Learning Progression Report and the Knowledge Map under the Math tab, showing how lessons build sequentially within the grade.

The materials explicitly link ELPS supports to grade-level skills through the *Exact Path Materials and Skills Alignment to Texas ELPS Guide*, ensuring that language development is integrated alongside mathematical instruction.

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 that can be utilized as a course, assigned as lessons, or used as learning paths for specific students to support intervention, enrichment, or extension from the Learning Paths page.

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

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

Within Exact Path Learn and Support, the article Overview: Exact Path Diagnostic Results demonstrates teachers' ability 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 TEKS Guide*.

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

The materials include protocols with guidance for kindergarten 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 background 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 kindergarten 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 to implement Lesson Ideas effectively. 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.

Kindergarten materials provide detailed lesson overviews that include clear learning objectives for each lesson, including individualized pathways and ELL Teaching Tips. Lesson components are fully outlined, including teacher and student materials, guided and independent practice, manipulatives, and printable resources, ensuring a complete structure for instruction.

Assessments are included at the end of digital lessons and allow teachers to monitor student mastery of objectives.

While the materials include a pacing guide suggesting weekly time allocations (e.g., 40 minutes per subject per week, and completion of 8 skills over 12 weeks), specific time-stamps for individual lesson components are not provided.

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 supporting each unit for kindergarten.

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.

Edmentum Exact Path provides kindergarten 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.

The materials provide both the definition and purpose of instructional assessments, specifically diagnostic and formative. On the Welcome page under What are Diagnostics, diagnostic assessments are defined as tools used to determine a student's baseline knowledge or skill level. The Diagnostic Glossary on the Exact Path Learn and Support page adds clarity, defining terms like Diagnostic Scale as measures of student ability. While summative and formative assessments are used throughout instruction, only diagnostic assessments are explicitly defined. This satisfies the requirement that types of assessments be defined.

The materials also explain the purpose of these assessments. The Welcome Page states that diagnostic results are used to identify student needs and build personalized learning paths. The Benchmarks section describes how assessments can be given throughout the year to monitor growth. Formative assessments are used during instruction.

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

Kindergarten materials meet both components of this indicator. Consistent administration is supported through test administration scripts and step-by-step guidance, found on the Exact Path Learn and Support page under the diagnostic administration dropdown. This includes recommendations for before, during, and after testing. Additional guidance on setting up the environment and preparing students is found under Preparing for the Exact Path Diagnostic on the Edmentum homepage.

Accurate administration is supported through suggested time allotments, options to schedule over multiple days, and accommodations for 504, special education, and LLP students. Lesson-level supports

in Exploring Solid Shapes also include assessment tips, vocabulary to pre-teach, and common misconceptions to help ensure assessments measure what they intend to.

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.

Kindergarten 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.

Kindergarten materials provide TEKS-aligned diagnostic assessments with multiple interactive item types, including Shape Shed, Counting with a Friend, and Snack Problems, within Exact Path Diagnostic Assessments. These assessments include multiple choice, drag and drop, multi-select, and text-entry questions, giving students opportunities to demonstrate understanding in various formats.

Tasks progress in complexity from basic recall to early reasoning, as students compare units and find differences in Exact Path, Level 2, Skills and Concepts.

Assessments provide teachers with actionable data to identify student mastery and plan targeted interventions.

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

Kindergarten materials include formative assessments that display more than two interactive item types, such as multiple choice, multi-select, drag-and-drop, and text-number entry, found in assessments like Shape Shed, Counting with a Friend, and Snack Problems.

Complexity levels span at least three distinct cognitive domains, including recall, identifying shapes, application matching objects to numbers, and reasoning—choosing the correct sequence for Snack Problems—demonstrating higher-order thinking beyond procedural tasks.

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.

Kindergarten materials include scoring information and guidance to help teachers interpret student performance. Teachers can access reports such as the Learning Pathway Current Activities, Skills Performance Report, and the Exact Path Diagnostic Reports, which offer data on student strengths, weaknesses, time spent on tasks, domain-level performance, and learning path placement. These tools allow educators to see which skills students have mastered, where they need support, and what skills they will practice next.

In addition, some materials, such as scoring rubrics, provide correct answers and note common misconceptions.

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

Kindergarten materials provide clear guidance for the use of tasks and activities to respond to student trends in performance on assessments. Teachers have access to resources such as the Knowledge Map, Teacher Support Materials, Learning Pathway, Mini-Lesson: How to Teach sections, and Diagnostic Reports, which collectively support planning and instructional decisions. The materials outline how to facilitate activities, provide implementation plans, and offer extension activities linked to student performance data.

Additionally, mini-lessons like "Adding and Subtracting Using Models" include guiding questions to check for understanding. The materials also support grouping students and targeting specific skills based on diagnostic results or progress checks, ensuring that instruction aligns with individual student needs.

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

Kindergarten materials include tools for both teachers and students to track progress and growth. Teachers can monitor individual and class-level trends using resources such as the *Understanding and Optimizing Exact Path Growth Guide*, Knowledge Map, Skills Status Legend, and K–12 Learning Progression Report. These tools provide data on skills mastered, areas of struggle, and growth over time.

For students, materials include progress trackers with engaging themes like an underwater goal tracker, Game Board, Trophies, and Printed Challenges, all designed to help students visualize and celebrate their learning journey.

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.

Kindergarten adaptive materials provide some examples of checks for understanding through Lesson Ideas such as "Measurement, Data & Statistics by Classifying Objects" and "Comparing Quantities Up to 10," which include frequent checks, assessment tips, and guidance for reteaching or extending learning.

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.

Kindergarten materials include Struggling Learner Options in several lessons, aimed at supporting students who are not yet proficient in the targeted skills. However, the support provided is insufficiently scaffolded to address the specific needs of struggling learners. For example, in the lesson "Compose and Decompose Numbers," the materials suggest using picture models of base-10 blocks for struggling learners, but this is not as effective as using the actual manipulatives, which would offer more hands-on support.

Similarly, in "Measuring Objects," the Struggling Learner Option offers vocabulary cards to support explicit vocabulary instruction.

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.

Kindergarten materials provide direct teaching of academic vocabulary in mini-lessons before the independent practice. In the lesson "Shape Art," students are introduced to solid shapes. It shows students real-world objects in the form of solid shapes. When a student clicks on the shape, a definition and visual of the shape is provided.

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.

Kindergarten materials provide explicit educator guidance for enrichment and extension activities targeted at students who have demonstrated proficiency in grade-level content. For example, in the lesson "Compose and Decompose Numbers," there is a specific section for advanced learners, which includes an enrichment worksheet to deepen students' understanding of the lesson's concepts.

Similarly, the lesson "Addition and Subtraction" includes an extension activity designed for students who have mastered the content, guiding educators through activities to challenge these students further.

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.

Kindergarten materials include accommodations that educators can enable or disable to support individual students. According to the "Student Setting Enhancement" document under "Customizing Student Tools Access for Each Grade Level," teachers can toggle text-to-speech, calculators, and content and language supports, including interactive hints, visual representations, simplified language, and clickable definitions. These features allow teachers to personalize instruction and practice for diverse learners, ensuring that students can access content in ways that meet their needs.

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.

Kindergarten materials provide opportunities for students to demonstrate their understanding of mathematical concepts in various ways. For example, in the lesson "One, Two, Bee," students are asked to use models to add, using pictorial representations of bees arranged in ten frames to model addition. In the accompanying worksheet "Fairground Fun," students transition to using the standard algorithm to add one- and two-digit numbers.

Teachers are given guidance within the Lesson Ideas for the same lesson, using base-10 blocks and rods to represent tens and ones on a place value chart to represent addition for those students who may struggle with the concept.

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 kindergarten Lesson Idea "Classifying Objects," there is a warm-up section where teachers are prompted to write *like*, *different*, and *classify* on the board. As a class, discuss the meaning of each word as they apply those vocabulary words to grouping objects. This warm-up includes discussing vocabulary words to activate students' knowledge to apply to the upcoming lesson activities.

The kindergarten Lesson Idea "Exploring Length" activates prior knowledge and anchors big ideas in the Assessment Tips before the instructional part of the lesson by asking students to bring one or two objects from home. Also, have a set of non-standard units of measure ready in class, such as paperclips, markers, and pencils. Then, pick any object and measure it using any of the units of measure and ask: "How long is this object? What did you use to measure this length?" Also, pick two different objects and ask, "Why is this object longer (or taller or shorter) than the other object?"

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.

Kindergarten materials include multi-tiered intervention methods for independent, collaborative, and guided practice. In the kindergarten lesson "Classifying Objects," the intervention activities outlined in the Struggling Learner section include independent practice, where each student sorts a group of objects by themselves, and collaborative practice, where students work together in a group to discover all the different ways they can sort the same group of objects.

The kindergarten lesson "Exploring Length" provides multi-tiered methods opportunities for practice by guiding students to use a long string (about 4 feet long) and have them mark on the string their estimate of the height or length of a given classroom object. Then, independently, the students compare their estimate to the actual size of the object and note how close it was to the actual size. Collaboratively, the students work in pairs using ribbon to measure each other's height.

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.

Kindergarten materials include enrichment and extension methods that promote various forms of student engagement. For example, in the "Number Composition" lesson, students create visual and kinesthetic representations of number combinations that equal ten, such as drawing pictures and writing matching number sentences.

The materials also provide guidance for educators to effectively implement these methods, with clear extension activities in lessons like "Comparing Numbers," where teachers are given questions and materials to help extend students' knowledge. However, while the materials include extension activities, there is no explicit mention of enrichment activities for advanced learners.

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

Kindergarten materials include several prompts to support educators in providing timely feedback during lesson delivery. In lessons like "Comparing Numbers" and the digital game Water Dunk, educators are given specific prompts to help assess student understanding and clarify misconceptions, such as asking which number is greater or which is less.

Additionally, the materials offer guidance in the "Number Names to 20" lesson, with an Observe and Respond section, where educators are provided with strategies for addressing student errors, like helping a student who skips numbers when counting by pointing to each number on a hundreds chart.

While there are some strategies for addressing errors in real time, such as with the digital activity Light Work, there is no consistent guidance on the types of feedback to give to students based on their responses.

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.

Kindergarten materials include embedded linguistic accommodations, such as sentence stems and visual supports, seen in lessons like "Counting Objects to 20" and "Number Composition." Sentence stems provided include: "There are _____ objects, This object is _____ (first, second), and The number ____ is greater than ____." These accommodations support students in engaging with academic language, specifically in terms of vocabulary development and conceptual understanding.

The materials include scaffolding to help students with vocabulary such as *first*, *second*, and *third*, and provide guiding questions for the teacher to prompt students. While there are some scaffolds to support student language development, the materials fail to include strategies that progressively move students through at least one to three levels of language proficiency.

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

Kindergarten 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 (ML) 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." 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.

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.

Kindergarten materials include embedded guidance for teachers to support emergent bilingual students in increasing comprehension through oral discourse. In the kindergarten lesson "Counting Objects to 20," the materials provide the teacher with sentence stems to assist and encourage ELLs in saying the number names, therefore increasing comprehension (e.g., "There are _____ objects. This object is _____ (first, second). The number ____ is greater than _____.").

The vocabulary lists in lessons like "Counting Objects to 20" and "Measuring Objects" are provided in the lesson (*numeral*, *position*, *sequence*, *order*, *compare*, *number line*, *equal to*, *greater than*, *less than*). The teacher's guidance for extension activities provides opportunities to build background knowledge through oral and written discourse by asking students to draw pictures of groups representing each number 1–20 (e.g., one apple for the number one, two dogs for the number two, etc.). Additionally, have students practice using sequence words throughout the day. For example, when lining up for recess, ask them who is first, second, third, fourth, and fifth in line. When completing work, discuss which problem is first, second, or third.

Material embed guidance to support emergent bilingual students in making cross-linguistic connections through oral and written discourse. In the lesson, "Comparing Numbers," a math journal is provided where students are instructed to do this activity with a friend. "Each of you must choose a different color. Then find objects in your room that are the colors you picked. Take five minutes. When time is up,

complete the chart. Then compare the number of objects you found with the number of objects your friend found."

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.

Kindergarten materials provide multiple opportunities for students to demonstrate depth of understanding aligned to the TEKS through hands-on and digital tasks. Students compose and decompose numbers to 10 using interactive manipulatives and comprehension checks. Activities such as Fairground Fun and Assess & Teach-Math, Kindergarten-Numbers and Operations include tasks where students construct real-world objects from two–five shapes, fostering geometric reasoning.

Lesson Ideas also support conceptual understanding by prompting students to compare objects and explain differences in complete sentences.

The primary assessment focuses on rote counting using fill-in-the-blank formats to identify the next number or the next three numbers in a sequence, without requiring explanation or problem-solving 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.

Instructional materials for kindergarten include both core and enrichment tasks that increase in rigor and complexity, leading to grade-level proficiency. In the digital practice activity Snip Shape, students begin by identifying shapes and progress to synthesizing new ones using known shapes. The printable worksheet reinforces this by requiring students to physically create a new shape—an application of synthesis-level thinking. Further, the Lesson Ideas for shapes include advanced activities where students categorize shape groups, supporting analysis-level understanding. Extension activities such as creating object chains that add up to ten and solving problems like "If you have 5 cans and get 3 more, how many do you have?" offer real-world complexity aligned with TEKS expectations.

Adaptive learning pathways, noted in the Exact Path platform, adjust rigor based on student proficiency, though evidence of consistent above-grade-level enrichment tasks is limited.

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.

Kindergarten materials demonstrate horizontal coherence by connecting patterns, big ideas, and relationships across concepts within the grade level. The Learning Path sequences learning from "know number names up to 20" to "count objects up to 20," supporting number sense development.

Digital activities such as Counting Cars and One, Two, Bee further reinforce coherence by linking counting to comparing quantities and introductory addition. These connections help students view mathematics as a cohesive set of ideas rather than isolated skills.

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

Kindergarten materials demonstrate some coherence vertically across concepts and grade bands, with connections from kindergarten through grade 2. For instance, in kindergarten, the lesson Number Composition introduces students to combinations of numbers that make ten, which directly supports the grade 1, "Addition and Subtraction Facts" lesson. In grade 1, students use strategies like breaking numbers into parts, such as adding 5 + 6 by recognizing that 5 + 5 equals 10, making the calculation 5 + 6 equal 11. This provides a clear link between the foundational number composition skills in kindergarten and the more advanced addition and subtraction strategies in grade 1.

However, while the progression from kindergarten to grade 1 is evident, the materials often present topics in isolation without explicitly guiding students to see the connection between previous and future learning. For example, in kindergarten, students solve word problems using real-life items, and in grade 1, students engage in similar tasks, but the lessons do not connect these concepts in a way that highlights the vertical progression.

Additionally, lessons on comparing numbers in kindergarten, grade 1, and grade 2, are presented independently, with no explicit guidance for students on how their prior knowledge of number comparison will apply to future lessons.

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.

Kindergarten materials present concepts and activities that align with future learning, such as the lesson idea "Comparing Numbers to 30," which builds the foundation for comparing numbers in grade 1's "Comparing Numbers to 100." This connection aligns with the vertical progression from kindergarten to grade 1.

However, the materials do not explicitly guide students to connect their current learning to future concepts. For instance, the "Comparing Numbers to 30" lesson introduces number comparison, but it does not provide prompts or guidance suggesting that students will later learn to compare numbers to 100 in grade 1.

Similarly, lessons on shape identification in kindergarten align with those in subsequent grades, but again, there is no clear indication or preview in the materials that students will revisit these concepts in more depth 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.

Kindergarten materials provide spaced retrieval opportunities with previously learned skills and concepts across learning pathways. Lessons and activities, such as Snack Problems, Toy Totals," and Shepherd Sten, incorporate teacher-assigned practice that revisits foundational skills like counting within 10, and simple addition and subtraction.

Digital activities, including Counting with a Friend, integrate review prompts alongside current objectives, allowing students to revisit earlier learning while engaging with new tasks.

Repeated exposure supports conceptual understanding and reinforces essential skills across the learning pathway.

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

Kindergarten materials provide structured, interleaved practice opportunities with previously learned skills and concepts across learning pathways. Lessons and activities such as "One, Two, Bee," "Fairground Fun," and "Bottle Business," integrate foundational counting, addition, and sorting skills within new contexts.

Interactive digital activities, including All Sorts of Animals, encourage students to apply multiple strategies for classifying, counting, and comparing objects, reinforcing prior learning while engaging with current objectives. The included 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.

Kindergarten materials provide some opportunities for students to interpret mathematical models and representations, but they fall short in providing opportunities for students to analyze and evaluate these models. For example, in the lesson "Counting with a Friend," students are shown a 100's chart and are encouraged to interpret the visual representation by counting. However, there is no guidance or task that encourages students to analyze the chart, such as identifying patterns or relationships within the chart, nor do they evaluate how the chart represents number sequences.

In other lessons, such as "Sort It Out," while students may interpret models, there is no opportunity to analyze or evaluate them. The materials mainly provide tasks that focus on recall of concepts, such as in "Comparing Numbers," where students are asked to determine which set of objects is larger or smaller, but they are not encouraged to engage critically with the representations. There is no explicit guidance or task prompting students to interpret, analyze, or evaluate the models in a deeper, more analytical way.

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

Kindergarten materials provide several opportunities for students to create concrete models and pictorial representations of mathematical concepts. For example, in the lesson "Classifying Objects," students are asked to sort and classify various objects, including two-colored counters, writing utensils, and jelly beans. These tasks encourage students to create concrete models by physically handling objects to represent mathematical situations.

Additionally, in the lesson "Addition and Subtraction," students are instructed to draw pictorial models for four word problems, which provides them with an opportunity to represent mathematical situations visually. In the lesson "Compose and Decompose Numbers," students use base-10 blocks to model

numbers and break them down into expanded notation, further reinforcing their understanding through concrete and pictorial representations.

Other lessons, such as "Comparing Numbers," allow students to use visual representations of sets of objects to compare and determine which set is larger, smaller, or equal. The materials support students in creating both concrete and pictorial models to represent their thinking, though the use of concrete models could be further expanded in other lessons.

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

In kindergarten, the materials provide some opportunities for students to apply their conceptual understanding to new situations, but these opportunities are limited. For example, in the lesson "Number Composition," students are asked to apply their knowledge of creating tens by using a dime and ten pennies. This task extends students' understanding of composing ten and introduces a real-world context by using money to represent mathematical concepts, allowing students to apply their knowledge to a new scenario.

5.2 Development of Fluency

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

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

Kindergarten materials provide tasks designed to build automaticity and fluency in mathematical tasks, ensuring that students develop the necessary skills for grade-level work. For example, in the Sten's Party—Subtraction from 10 worksheet, students work with manipulatives, reinforcing the concept of subtraction within ten to build automaticity with basic subtraction facts. Additionally, the digital practice Toy Totals offers students 12 addition and subtraction problems, helping them build fluency in adding numbers from one to 20.

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

Kindergarten materials offer opportunities to practice mathematical procedures that promote the flexibility and accuracy for solving problems in various ways. Counting Cars, students practice comparing numbers using pictures to match up pairs or using the actual number of the objects to determine which number is larger.

The materials provide opportunities for students to practice applying the efficiency of their strategies by completing one of two worksheets that are provided with the lesson. Students can choose from comparing numbers using pictorial representation of objects or by comparing the numerals.

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

Kindergarten materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy. In the "Fairground Fun" lesson, students explore equations with missing variables, allowing them to evaluate mathematical representations.

In the "Comparing Numbers" lesson, students are prompted to compare the number of rocks with the number of friends, facilitating a reflection on the efficiency of their strategies for comparing quantities.

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

Kindergarten materials contain guidance to support students in selecting increasingly efficient approaches to solve mathematical problems. In the "Fairground Fun" lesson, students evaluate equations with missing variables, encouraging them to select strategies that support their understanding of mathematical relationships.

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.

Kindergarten materials clearly state how both the conceptual and procedural aspects of the TEKS are addressed. For instance, the lesson "Exploring Shapes" integrates conceptual understanding by using visual models and concrete representations, while the procedural emphasis is supported through hands-on activities, like counting objects.

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

Kindergarten materials provide opportunities for students to engage with concrete, pictorial, and abstract models as required by the TEKS. For example, in the Toy Totals worksheet, pictorial models are used to represent problems, and in Sten's Party—Subtraction from 10, banana manipulatives are provided as concrete models. These tasks allow students to solve problems using both concrete models (manipulatives) and abstract models (number sentences).

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.

Kindergarten materials support students in connecting and creating concrete and representational models to abstract concepts, as required by the TEKS. For example, in the Ten Pin worksheet, students use pictorial representations to connect to an abstract model (number sentence), helping them develop a higher understanding of making ten.

In the Sten's Party—Subtraction from 10 worksheet, banana manipulatives are used as a concrete model to represent subtraction problems, with the abstract model (number sentences) helping students connect concrete experiences to symbolic math.

Other lessons, like "Exploring Capacity," allow students to connect physical containers to abstract concepts, promoting understanding of measurement and comparison through both concrete and representational models.

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.

Kindergarten materials provide clear opportunities for students to develop academic mathematical language through visuals, manipulatives, and language strategies. In lesson "Classifying Objects," students use manipulatives and visuals to explore sorting based on attributes, with guiding questions that prompt the use of academic vocabulary such as *sorting rule*.

The "Counting Objects to 20" lesson integrates real-world activities, such as lining up for recess, to help students practice sequence words like first, second, and third.

Additionally, the "One, Two, Bee" lesson uses visuals of bees grouped into tens and ones to reinforce place value vocabulary, supporting language development in context. Students also engage with manipulatives like linking cubes and counters in the "Adding and Subtracting Using Models" lesson to understand *counting up* and *counting back*.

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.

Kindergarten materials embed guidance that supports students' academic language development by embedding educator guidance to scaffold and support communication with peers. For example, in the lesson "Measuring Objects," educators are provided with visual vocabulary cards to use in smaller group settings, helping introduce key terms in context.

In Counting Objects to 20, teachers model counting and incorporate vocabulary such as *first*, *second*, and *third*, reinforcing the academic language associated with sequencing. The "Number Composition" lesson guides educators to model combinations of numbers using base-10 blocks, helping students use terms like *addition* and *sum* in context 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.

Kindergarten materials include embedded guidance to support students' use of mathematical language in discourse. For example, in the lesson "Exploring Length," teachers are prompted to ask comprehension questions such as, "Which flower onscreen is shorter than the other?" to ensure that students use terms like *shorter* and *higher* appropriately in context.

Similarly, in the lesson "Shapes," the educator models drawing specific shapes and then engages students in a class discussion where they describe the characteristics they observe, further encouraging mathematical discourse.

Additionally, in the lesson "Pin Pals" students are asked to represent the decomposition of six using bowling pins, which allows them to apply vocabulary such as *knocked down* and *still standing* in a concrete context.

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

Kindergarten materials include embedded guidance that promotes mathematical conversations among peers, helping students hear and refine their use of math language. In the lesson "Measuring Objects," teachers are prompted to ask students questions such as "Which is smaller?" and "Which is larger?" to facilitate discussions about size and comparison. These questions encourage students to practice math language in context.

Similarly, in the lesson "Counting Objects to 20," teachers are provided with prompts for students to practice using sequence words like *first*, *second*, and *third* in real-life situations such as lining up for recess, fostering peer interaction and language development.

The "Classifying Objects" lesson also engages students in discussions, where they classify objects based on characteristics, using vocabulary like *same* and *different* as they work together with a partner.

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.

Kindergarten materials provide embedded guidance to anticipate a variety of student answers, offering exemplary responses to questions and tasks. For example, in the lesson "Comparing Numbers," teachers are given questions such as, "Which number is more than the other?" with sample answers like, "There are more friends than seashells," to guide students' responses. Similarly, the lesson "Counting Objects to 20" includes guidance to address common misconceptions, such as students skipping objects or struggling to compare numbers on a number line, with strategies for redirecting responses.

In "Measuring Objects," students are prompted to compare objects using vocabulary like *smaller* and *larger*, and the materials provide expected responses to guide teacher feedback and student understanding.

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.

Kindergarten materials demonstrate a strong integration of TEKS process standards. For example, in the "Counting Objects to 20" lesson, students use real-world objects to represent and compare whole numbers, with the teacher modeling the process of counting and writing numerals aloud.

Similarly, in the "Measuring Objects" lesson, students engage in activities that involve comparing attributes like size and weight, using manipulatives to connect abstract concepts with real-world examples.

Additionally, in the lesson "Sort It Out," students classify objects based on shape, reinforcing both mathematical content and reasoning skills.

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

Kindergarten materials do not provide clear descriptions of how process standards are incorporated throughout the learning pathways across grade levels. In kindergarten, the "Measuring Objects" lesson does not mention the process standards or establish a connection to the content standards.

This lack of integration is evident throughout several other lessons as well, including the "Addition and Subtraction" lesson, which does not connect the process standards to the content objectives. The absence of process standard identification limits the ability to reinforce critical problem-solving, reasoning, and communication skills within the lessons.

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

Kindergarten materials do not include an overview of the TEKS process standards incorporated into each lesson. While there is a TEKS correlation guide for content standards, lessons such as "Measuring Objects and Counting Objects to 20" fail to mention or integrate the process standards.

The absence of these standards prevents a clear understanding of how students should engage with problem-solving and reasoning throughout the lessons. The materials focus on content standards but miss the crucial connection to the process standards, which are essential for developing students' mathematical thinking and communication.

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.

Kindergarten materials provide opportunities for students to think mathematically, persevere through solving problems, and make sense of mathematics. The Comparing Numbers Mini-Lesson—Teacher Support Materials offers tips and strategies for teachers to help students reflect on their understanding, think critically, and persevere when working with numbers.

The Snack Problems digital activity includes a mechanism where, if students answer incorrectly twice, the program offers a justification for the correct answer, encouraging students to rethink and persist.

In the "Exploring Capacity" lesson, students engage in hands-on activities to compare cups filled with varying amounts of liquid. They are prompted to answer questions like, "Which cup holds more?" which helps them develop comparative reasoning and mathematical language.

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

Kindergarten materials help students understand that there are multiple ways to solve problems and complete tasks. In the lesson "Adding and Subtracting Using Models," Teacher Support Materials, students are guided to use both concrete models (counters) and pictorial models to solve problems. This approach encourages them to understand the concept from different perspectives, supporting their ability to explain their reasoning.

In the "Classifying Objects" lesson, students sort and classify objects in multiple ways, first by pairs, then in more complex categories, which supports flexible thinking and the explanation of different sorting strategies.

While students are asked to explain their methods, the materials do not explicitly allow them to justify that there are multiple ways to solve problems, limiting their ability to reflect on the flexibility of different 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.

Kindergarten materials are designed to require students to make sense of mathematics through multiple opportunities to do math with peers. In the "Classifying Objects" lesson, students work in pairs to classify objects by various attributes, such as color, and size, promoting hands-on learning and collaboration. This provides opportunities for students to discuss their sorting strategies and reflect on how different groupings are valid.

In the "Measuring Objects" lesson, students are prompted to write about math by comparing two items, such as a pencil and a book, using sentences like "The pencil is shorter than the book." This encourages students to express their understanding of measurement concepts through writing.

Additionally, in the "Exploring Solid Shapes" lesson, students are asked to discuss their observations of solid shapes, such as cubes, and spheres, with peers, supporting mathematical discourse about the properties of shapes. These activities foster collaboration, reflection, and communication, providing opportunities for students to do, write, and discuss mathematics in varied ways.

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.

Kindergarten materials support educators in guiding students to share their problem-solving approaches, including explanations and justifications. For instance, in the "Exploring Solid Shapes" lesson, teachers are provided with question prompts that encourage students to discuss what they know about solid shapes with their peers.

Similarly, in the "Classifying Objects" lesson, students work in pairs to classify items and are encouraged to explain how they sorted the objects, fostering collaborative thinking.

However, while these activities support students in sharing their approaches, they do not fully support students in providing arguments for their reasoning. In the "Exploring Capacity" lesson, while students are asked to discuss which container holds more, the materials lack open-ended questions that could challenge students' thinking further, limiting their ability to argue for their choices.

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

Kindergarten materials include prompts and guidance to support educators in providing explanatory feedback based on student responses. In the lesson "Comparing Numbers," the teacher is provided with tips to guide students in reflecting on their responses and making sense of comparing quantities of objects. When students are asked which group has more or fewer objects, the teacher is guided to encourage students to justify their answers.

Additionally, the lesson "Number Names to 20" includes guidance to address anticipated misconceptions, such as when a student skips a number while counting. The materials prompt educators to assist students in revisiting their work and correcting such errors.