Renaissance Learning, Inc.

Supplemental Spanish Mathematics, 1
Freckle for Math Spanish

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	**9798998577215**	**Digital**	**Adaptive**

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
74.71%	174	37	Flags Addressed	Not Applicable	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	12 out of 18	67%
2. Progress Monitoring	17 out of 23	74%
3. Supports for All Learners	22 out of 33	67%
4. Depth and Coherence of Key Concepts	16 out of 16	100%
5. Balance of Conceptual and Procedural Understanding	32 out of 38	84%
6. Productive Struggle	19 out of 19	100%

Breakdown by Suitability Noncompliance and Excellence Categories

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

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

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	The materials do not include a rationale for learning paths across grade levels.	3/4
1.1b	All criteria for guidance met.	3/3
1.1c	All criteria for guidance met.	2/2
1.1d	Materials do not include protocols with corresponding guidance.	0/2
1.1e	Materials do not include guidance for instructional leaders to support educators with implementing the materials as designed.	1/2
—	**TOTAL**	9/13

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

The instructional materials provide a structured and standards-based approach by outlining the Texas Essential Knowledge and Skills (TEKS), identifying the concepts covered, and offering a rationale for adaptive learning paths within the same grade level. The Freckle Teacher Dashboard includes a Standards tab where the TEKS are listed by strand and grade level, allowing teachers to locate and reference the standards easily. The materials also include a "Math Usage Recommendation" flyer that explains how the adaptive learning path adjusts based on student performance, supporting horizontal alignment by keeping students within their grade level while personalizing instruction. The materials do not include a rationale for how learning paths are designed to progress across grade levels (vertical alignment).

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.

Materials include an implementation guide with usage recommendations found in the "Math Usage Recommendations" guide. For example, grade 1 usage recommendations are 10 minutes per day, two times per week (minimum).

Materials provide (program) usage recommendations for adapting to meet student needs in various contexts. The "Math Usage Recommendations: Mastery Practice" list describes each of the following: Adaptive Math Pathway, Targeted Math Practice, and Focus Skill Practice. Materials include a math adaptive practice pathway document called "Research Foundation for Freckle," suggesting that it "facilitates small group rotations."

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

Materials available on the Student Home Page include pre-assessments designed to identify each student's current level of understanding. These assessments generate diagnostic data that teachers can use to guide instruction. Based on the results, the platform provides a TEKS correlation guide that recommends appropriate skill entry points tailored to individual student needs. Educators can easily access this correlation guide within the Teacher Dashboard by navigating to the Help Center and selecting the article titled "How Do Pre-Assessments Work?" This resource supports data-driven instruction and ensures alignment with Texas standards.

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

Materials do not include protocols with corresponding guidance for unit and lesson internalization.

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

Freckle for Math offers resources for instructional leaders to assist educators with implementing the program as intended, which are available through the Help Center. For instance, these resources outline the program's structure, detail instructional strategies, and provide pacing recommendations. Within the Smart Start course (60 minutes), educators can access modules such as "Getting Started," "Basic Navigation," "What Is Freckle" (video), and the "Teacher Platform Tour." These modules serve as introductory resources designed to build foundational knowledge, focusing on platform navigation and essential best practices for effectively using Freckle.

The product provides resources for instructional leaders to support educators in implementing the materials as designed. For example, the Help Center's Administrator Dashboard offers a variety of student data resources that allow administrators to monitor growth. Examples from the Growth Data Page include the "Growth by Student" chart, "Growing versus Struggling Students," "Average Grade Level Growth," and "Growth by School/Teacher/Student Overviews." However, the product does not provide explicit guidance on how to apply these resources in practice.

1.2 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	This guidance is not applicable to the program.	N/A
1.2b	All criteria for guidance met.	3/3
1.2c	Materials do not contain support for families in Spanish and English for each unit.	0/2
—	**TOTAL**	3/5

1.2a – If designed to be static, materials include detailed lesson plans with learning objectives, teacher and student materials, lesson components with suggested timeframes, and assessment resources aligned with the TEKS and ELPS.

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

1.2b – If designed to be adaptive, materials include detailed lesson overviews with learning objectives, lesson components with suggested timeframes, and assessment resources aligned with the TEKS and ELPS.

The materials include TEKS-aligned Benchmark Assessments that adapt to student progress, allowing educators to assess understanding at various levels. These assessments adjust in real time to provide targeted support or additional challenges based on individual student performance. *Freckle for Math* (Spanish) is also adaptive. When a specific Math Topic (TEKS) is selected, educators gain access to detailed lesson overviews that include clear learning objectives. The platform presents learning objectives as focus skills within a domain-based structure, aligned to specific standards. Grade 1 usage recommendations suggest a minimum of 10 minutes per day, two times per week. Teachers can monitor student progress on specific standards to check for understanding and track growth over time.

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

Materials include an English "Family Letter," which introduces them to the program and provides login instructions. The "Family Letter," however, does not support families in each unit.

2. Progress Monitoring

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

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	Materials do not include the definition for the types of instructional assessments.	1/2
2.1b	Materials do not include guidance to ensure the consistent administration of instructional assessments.	1/2
2.1c	Materials do not include content and language supports or calculators that educators can enable or disable to support individual students.	2/4
2.1d	All criteria for guidance met.	4/4
2.1e	All criteria for guidance met.	4/4
—	**TOTAL**	12/16

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

The materials include a "Research Foundation for Freckle: Content Area Characteristics" article, which explains that students take a pretest to determine their skill level within that domain. The materials clearly state the intended purpose of each type of instructional assessment.

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

The materials include guidance under the Home tab within Math Content: Assessments to ensure accurate administration of instructional assessments when users select a grade level and topic.

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

The materials include digital assessments that are also available in printable formats. Educators can access them through the "Math Report" section by navigating to the Assessments tab for grade 1. The digital assessments also offer text-to-speech accommodations, which educators can enable as needed.

Materials allow the teacher to enable or disable text-to-speech to support individual students. The teacher can enable and disable text-to-speech by selecting "Roster," "Edit Student," "Support Settings," and then "Audio Settings." The three text-to-speech options are as follows: "Always automatically read text aloud to students in grade 2 and lower (default)," "Always automatically read text aloud," and "Never

automatically read text aloud." There is no evidence of calculators or content and language support in the product.

Materials allow teachers to assign language support by selecting a student's designated language of instruction. Materials include printable versions of each digital assessment in both English and Spanish, along with the answer key. When printing, teachers can choose to include or exclude the answer key by selecting a checkbox.

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

The Freckle Math Practice Program includes diagnostic assessments with TEKS-aligned tasks and questions that incorporate multiple interactive item types and span varying levels of cognitive demand. Students engage with formats such as multiple choice, drag-and-drop, text entry, multiselect, and open-ended responses, which appear throughout the "Targeted Practice" section and Depth of Knowledge (DOK) challenges. These assessments allow students to demonstrate understanding through more than two unique item types and reflect more than two levels of complexity. The Adaptive Math Pathway functions as a diagnostic tool, adjusting in real time to identify mastery and learning gaps. This adaptive feature delivers differentiated, TEKS-aligned instruction and ensures students are assessed at appropriate levels of challenge. Teachers can preview and customize diagnostic items to tailor instruction and address student needs.

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

Materials in the Help Center include a variety of formative assessments with TEKS-aligned tasks or questions, including interactive item types with varying complexity levels. For example, teachers can base their groups on a quick formative assessment, like an Exit Ticket, which can be assigned right after direct instruction.

The assessments found in the Help Center can cover all grade-level standards or be customized to focus on a particular domain, a particular standard, or multiple domains and standards. They can be used to monitor progress throughout the year, as end-of-unit exams, or as more frequent formative assessments at various points throughout a unit.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	Instructional assessments provide scoring information but not guidance for interpreting student performance. They do not include rationales for each correct and incorrect response.	1/3
2.2b	All criteria for guidance met.	1/1
2.2c	All criteria for guidance met.	2/2
2.2d	This guidance is not applicable to the program.	N/A
2.2e	All criteria for guidance met.	1/1
—	**TOTAL**	5/7

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

Materials on the Home Page under the Math Report Card for Students tab provide educators with instructional assessments that display scoring information and guidance for interpreting student performance. One example is that teachers can interpret student performance through color-coded, leveled mastery skill scores.

Materials on the Home Page under the Math section provide the educator with instructional assessments, including scoring information and guidance for interpreting student performance, including rationale for each correct and incorrect response. One example is that educators can choose the selected grade level and click on "See Assessment Report." This information about the instructional assessments provides scoring information for interpreting student performance.

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

Materials in Math Content under the Adaptive Math Pathway provide educators with guidance on implementing activities and responding to student performance on assessments. In this pathway, students first complete a pretest to establish their proficiency levels, then engage in activities that adapt to their individual learning needs and progress. This approach supports targeted instruction and differentiated practice.

Materials on the Home Page under Reports: "What Data Can I See on the Class Grouping Report?" provide educators with guidance on forming small groups based on students' progress within specific domains at their selected grade level. The Class Grouping Reports recommend domain topics to address during small-group instruction or independent practice, including grade-level-specific guidance within the program.

Materials on the Home Page under the Teacher Dashboard: "Performance by Topic" report allow educators to review findings and identify patterns in student performance. For example, educators can examine frequently missed TEKS and receive guidance for assigning targeted tasks and resources to address identified learning gaps.

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

Materials on the Student Home Page include interactive tools that help students track their progress and growth, such as goal-setting features that support engagement. The materials also provide teachers with information about student goals and progress. Students can set weekly goals based on the percentage or number of questions answered correctly and earn coins to redeem later. They can view their progress toward these goals and see how many days remain to achieve them.

Materials on the Home Page, under Reports: Performance by Topic include an educator dashboard that automatically compiles student assessment data into graphs and reports, highlighting areas of strength and weakness. Teachers can access various reports, including the "Performance by Topic" report, which displays student accuracy visually. Additionally, teachers can select a specific topic to see students grouped into performance brackets: below 50% (red), 50–79% (yellow), and above 79% (green).

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.

Materials in Student Assignments under the Student Home Page are designed to be adaptive and provide frequent checks for understanding at key points throughout each lesson or activity. For example, when a student answers a question incorrectly, the materials offer a hint and a reteach moment, allowing the student to attempt the question again.

Materials in the Math Content tab provide adaptive assessments embedded within lessons that adjust in complexity based on students' responses. For example, teachers can assign higher-level thinking questions to help students master the concepts.

Materials in *Freckle for Math* use a mastery sequencer and pre-tests within the Adaptive Math Practice feature to provide adaptive learning. As explained in the "Research Foundation for Freckle" document on the Home Page, the adaptive algorithm ensures students work within their zone of proximal

development (ZPD) to grow their current skill levels. The algorithm also guides students to master each skill before progressing to the next.

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	Materials do not include pre-teaching supports for developing academic vocabulary or for unfamiliar references in text. However, materials on the Home Page under the Help tab provide embedded supports for developing academic vocabulary.	1/4
3.1c	All criteria for guidance met.	2/2
3.1d	Materials do not include content and language supports or calculators that educators can enable or disable to support individual students.	1/3
3.1e	All criteria for guidance met.	2/2
—	**TOTAL**	7/12

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

Materials on the Home Page under the Math Report Card for Students tab inform educators whether a specific student performed above or below grade level on a given activity. When a student performs below grade level, a pop-up message appears stating, "[Student Name] is currently performing below the rostered grade level in this standard," and prompts educators to create targeted practice.

Materials include embedded reteaching supports such as videos, hints, and peer assistance. Teachers can assign targeted practice by selecting a specific standard and identifying students who are performing below grade level. The program's adaptive engine automatically adjusts the difficulty of content based on student performance and delivers the necessary remediation. Guidance for using these features is provided in help articles referenced in Sections 2.2a and 2.2b, and the program's design aligns with best practices for adaptive learning systems that deliver just-in-time support.

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.

Materials do not include pre-teaching supports for developing academic vocabulary and pre-teaching supports for unfamiliar references in text; however, materials on the Home Page under the Help tab provide embedded supports for developing academic vocabulary. Freckle provides explicit educator

guidance for embedded language support for academic vocabulary. For example, teachers have the opportunity to preview math assignments in Spanish and provide language support with hints, vocabulary words, and audio supports that are presented throughout the product.

Materials on the Home Page under the Help tab provide embedded supports for developing academic vocabulary. The product provides real-time hints for students, helping them navigate the new language. Students also have the opportunity to hover over specific words, such as *cara*, *figura*, and *rectángulo*, to find the definition in the article "What instructional supports are offered within the Math Practice Program?"

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.

Materials on the Home Page under the Assignments tab include Extended Thinking activities aligned with DOK levels, which can be assigned to students in grades K–8. The materials state that "teachers assign a set of higher-level thinking questions for a specific standard to help students master concepts." Each DOK activity includes an introduction and three questions based on a given topic, and educators can assign these directly to students.

Materials found in the Math Tab include Extended Thinking activities such as Inquiry-Based Lessons, which can be assigned to students in grades 1–9. The materials state, "Students explore math standards and build critical thinking skills through fun, real-world challenges." The educator can assign Inquiry-Based Lesson activities, which consist of a slideshow for the teacher to project and objectives and inquiry sheets for three to four days on a given topic. A lesson overview is provided, along with materials and objectives.

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

Materials do not include calculators or content and language supports that educators can enable or disable to meet individual student needs; however, materials on the Home Page under the Roster: Settings tab provide digital accommodations such as text-to-speech, which educators can enable or disable based on student needs. Educators can access these Support Settings by selecting an individual student under the Roster tab. The text-to-speech feature offers options for math practice (excluding Fact Practice), including "Always automatically read text aloud to students in grade 2 and lower (default)," "Always automatically read text aloud," and "Never automatically read text aloud."

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

Materials on the Help tab under Math Practice Program Content provide educators with guidance on offering multiple options and supports for students to demonstrate their understanding of math concepts. For example, the materials include a variety of videos that model guided practice and support students in demonstrating their learning in different ways.

Materials on the Help tab under Math Practice Program Content provide educators with guidance on offering support and options for students to demonstrate understanding of math concepts in various ways. Teachers are encouraged to combine instructional videos with example questions (printables) to create targeted small-group instruction or review sessions.

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.

Materials in the Help Articles under Inquiry-Based Lessons Information provide student support through detailed lesson guidance. These lessons include teacher resources, such as slides designed to guide instruction and activate prior knowledge. For example, the slides for Days 2 and 3 of "Working for an Animal Science Magazine" in grade 1 feature a review activity that activates prior knowledge focused on data collection. The lesson asks students to "Collect data with up to three categories," reinforcing key concepts through this review.

Materials in the Help Articles under Inquiry-Based Lessons Information provide support for students through detailed lesson guidance. The product offers explicit prompts and guidance to help educators build prior knowledge, emphasize big ideas, and highlight key patterns and relationships using multiple representations. For example, during a Dot Talk lesson, teachers can recreate dot patterns multiple times and draw circles around groups of dots, supported by teacher-prompt questions included in the materials. Additionally, students observe a dot pattern for three seconds and then share the strategies they used to determine the total number of dots.

Materials in the Math tab under Guided Practice support educators in building student knowledge by activating prior knowledge, anchoring big ideas, and highlighting key patterns, features, and relationships through multiple representations. For example, the product offers Adaptive Math Practice problems that include remediation as needed to support student learning. This approach enables students to progress to more advanced concepts as they demonstrate success. Additionally, Guided Practice engages students with step-by-step examples to address common challenges they may encounter.

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.

Materials include support resources for students, as found on the Home Page under Help Articles. The product provides clear guidance for teachers on assigning adaptive practice activities to students. The product also supports multi-tiered intervention strategies by offering structured supports and educator guidance for effective implementation. For example, targeted practice allows teachers to select specific skills and standards for student work. Additionally, the product offers recommendations to help teachers differentiate assignments based on individual student needs.

Materials on the Home Page in the Help Center support teachers by guiding them to meet the needs of students with individualized education plans (IEPs). The section titled "Using Freckle for Intervention and IEPs" explains how the platform facilitates effective differentiation and progress monitoring within a response-to-intervention (RTI) framework. Teachers can track student performance and growth using a variety of reports that display progress at both the class and individual levels. These reports guide instructional decisions by showing how students are performing against grade-level expectations and their individual growth over time.

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

Materials located on the Home Page under the Help Articles tab include enrichment and extension strategies, along with guidance to help educators implement them effectively. In the Math tab under Content, the "Extended Thinking" section outlines DOK levels for students in grades K–8. Lessons are assigned and completed digitally, with instructional guidance provided in the help article titled "Depth of Knowledge (DOK) Challenges." These activities can be toggled between English and Spanish based on student settings.

Materials located on the Home Page under the Help Articles tab include enrichment and extension strategies that support various forms of student engagement, along with guidance to help educators implement lessons effectively. Under the Math tab within Content, the "Extended Thinking" section offers Inquiry-Based Lessons for students in grades 1–9. These lessons feature a slideshow that includes an embedded, teacher-guided video. After watching the video, students complete an accompanying inquiry sheet. The product includes multiple help articles to support the use of these lessons; for example, the article "How Do I Use Inquiry-Based Lessons in My Classroom?" provides implementation guidance for whole-group instruction, small-group settings, and center-based activities.

Materials located on the Home Page under the Help Articles tab include enrichment and extension strategies that promote various forms of student engagement, along with supportive guidance for educators to implement them effectively. In the Adaptive Math Practice feature, struggling students can

work at their level within the domain the class is focusing on, while advanced students receive practice above their current grade level, ensuring appropriate challenge and growth for all learners.

Materials located on the Home Page under the Math tab include enrichment and extension strategies that support various forms of student engagement, along with educator guidance for effective implementation. For example, the Math Focus Skills practice helps remediate struggling students by addressing their most critical learning gaps across skill areas, while also providing advanced students with opportunities to review and reinforce key grade-level concepts.

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

Materials on the Teacher Home Page in the Help Articles offer guidance to support educators in providing timely feedback during lesson delivery. For instance, the product provides teachers with resources to monitor student progress and performance, along with helping teachers decide what to do with the data. Teachers have the opportunity to isolate whether each standard needs a whole-group reteach (most students fall under 50 percent) or a small-group reteach (a small group of students fall under 50 percent).

The materials offer educators a variety of prompts and guidance to support the delivery of timely, actionable feedback throughout lesson instruction. Within the Math Practice Program, for example, the feature titled "What Data Can I See in the Skills Progress Report?" provides a clear breakdown of student performance. The Skills Progress Report highlights specific skills that students have not yet mastered, along with detailed descriptions of each skill. Additionally, the report includes direct links to instructional resources, enabling educators to quickly access and implement targeted interventions.

3.3 Support for Emergent Bilingual Students

An emergent bilingual student is a student who is in the process of acquiring English and has another language as the primary language. The term emergent bilingual student replaced the term English learner in the Texas Education Code 29, Subchapter B after the September 1, 2021 update. Some instructional materials still use English language learner or English learner and these terms have been retained in direct quotations and titles.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	This guidance is not applicable to the program.	N/A
3.3b	This guidance is not applicable to the program.	N/A
3.3c	Materials do not include implementation guidance to support educators in effectively using the materials in state-approved bilingual/English as a second language (ESL) programs.	0/1
3.3d	Materials do not include embedded guidance to support emergent bilingual students in developing academic vocabulary or making cross-linguistic connections through oral or written discourse opportunities, nor in building background knowledge through written discourse.	3/8
3.3e	This guidance is not applicable to the program.	N/A
—	**TOTAL**	3/9

3.3a – If designed to be static, materials include educator guidance on providing and incorporating linguistic accommodations for all levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.

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

3.3b – If designed to be adaptive, materials include embedded linguistic accommodations for all levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.

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

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

The materials do not include implementation guidance to support educators in using the program within state-approved bilingual or ESL settings. While the teacher dashboard offers Spanish language settings

and printable materials in English and Spanish, these features are not supported by instructional strategies or guidance aligned to bilingual or ESL models. There is no evidence of embedded support such as language objectives, model-specific plans, or professional learning resources tailored to bilingual or ESL instruction.

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

Materials do not include embedded guidance to support emergent bilingual students in developing academic vocabulary or making cross-linguistic connections through oral or written discourse opportunities, nor in building background knowledge through written discourse; however, they do support comprehension through oral discourse, build background knowledge through oral discourse, and increase comprehension through written discourse. Materials located in the Student Home Page offer the opportunity for students to utilize a "Pistas" (hints), or "Enséñame" (show me), button. The "Pista" button provides the student with real-time hints, which include definitions. The "Enséñame" button directs the student to a guided practice that supports them with answering the original problem.

Materials located in the Help Center offer support for emergent bilingual students by increasing their comprehension through oral discourse, building background knowledge through oral discourse, and increasing comprehension through written discourse.

3.3e – If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

This guidance is not applicable because the program is not designed for dual language immersion (DLI) programs.

4. Depth and Coherence of Key Concepts

Materials are designed to meet the rigor of the standards while connecting concepts within and across grade levels/courses.

4.1 Depth of Key Concepts

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.1a	All criteria for guidance met.	2/2
4.1b	All criteria for guidance met.	4/4
—	**TOTAL**	6/6

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

Materials provide personalized Learning Pathways and practice activities aligned with the TEKS. Teachers assign specific standards by navigating to the Math tab, selecting Content, and then choosing Targets, Skills, and Domains. Practice assignments vary in length and format, including Mini Tickets with three questions, Exit Tickets with five questions, and Regular Practice with ten questions. These tasks help students demonstrate their understanding at varying depths.

Materials include Benchmark Assessments located under the Assignments tab. These assessments are available for each topic and contain between one and ten questions. The benchmarks resemble Target Practice questions and offer an effective way to check student mastery of individual standards. Additionally, educators can assign Instructional Assessments periodically to monitor student progress and measure growth over time, as needed.

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.

Materials offer questions and tasks that build rigor and complexity to support students in reaching and exceeding grade-level proficiency aligned with the mathematics TEKS. Teachers can assign specific standards to individual students or the entire class based on instructional needs. Within the Extended Thinking materials, Freckle provides enrichment and extension activities designed to increase in rigor and complexity. Teachers leverage these resources to extend learning through depth of knowledge. For example, in Targeted Practice for Topic 1.6.G "Partition Shapes into Two or Four Shares," grade 1 students encounter thirds, a concept above their grade level.

Materials include enrichment and extension resources that increase in rigor and complexity to support students in achieving grade-level and above grade-level proficiency in the mathematics TEKS. For

example, under the Extended Thinking tab, activities incorporate DOK tasks that educators can assign to students in grades K–8. These tasks feature higher-level thinking questions designed to help students master specific standards. Additionally, Inquiry-Based Lessons, available for grades 1–9, engage students in exploring math standards and developing critical thinking skills through real-world challenges.

4.2 Coherence of Key Concepts

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

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

When looking at Targeted Practice under the Assignments tab, materials demonstrate coherence across concepts horizontally within the grade level by connecting patterns, big ideas, and relationships. For example, in grade 1, Target Practice 1.2.D "Greater and Less Than Numbers up to 120" leads to 1.2.G "Compare Two 2-digit Numbers With Symbols." Students can complete the tasks by having a stronger foundation in numbers.

Under the Math Content tab, the materials demonstrate coherence across concepts horizontally within the grade level. For example, students are able to work on early math practices to build counting and number recognition skills. It is evident that the materials also demonstrate coherence across concepts within a grade level, encouraging students to see mathematics as an interconnected web of ideas rather than a collection of isolated skills.

When reviewing the Reports tab under Performance by Topic, teachers can assign targeted practice in specific skills and prerequisites. Additionally, teachers can assign instructional videos to support students' learning.

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

When reviewing the Student Home Page Assignments, under shapes, the materials demonstrate coherence vertically across concepts and grade bands, including connections from grades K–6, by connecting patterns, big ideas, and relationships. The questions in the activities set the stage for future topics. For example, a grade 1 activity on two-dimensional shapes includes pentagons, which are not introduced within the grade level. The student is asked to identify a circle but is exposed to other shapes.

In the Math Content tab, under Focus Skills Practice, the materials demonstrate coherence vertically across concepts with connections from grades K–6. For example, "Students can practice the most critical skills across math domains." A well-structured progression of mathematical concepts across grade levels

allows students to build a strong foundation, reinforcing prior knowledge while introducing new, developmentally appropriate 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.

Materials demonstrate coherence across lessons and activities by connecting students' prior knowledge of concepts and procedures to the mathematical concepts addressed in the current and future grade levels. Under the Assignments tab, in Targeted Practice, questions are designed to set the stage for upcoming topics. For example, a grade 1 activity on two-dimensional shapes includes pentagons, which are not formally introduced at that grade level. While the student is asked to identify a circle, exposure to other shapes is provided. This connection between prior knowledge, current lessons, and future skills supports students' understanding and retention of mathematical concepts.

Materials under the Math Content tab demonstrate grade-level math concepts and procedures. For example, specific standards can be assigned by teachers for students to practice in the targeted math practice activities.

The materials demonstrate future grade-level math concepts and procedures. For example, in the Assignments tab under Focus Skills Practice, students can practice the most critical skills across math domains from K–12.

4.3 Coherence and Variety of Practice

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

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

Materials provide spaced retrieval opportunities, with previously learned skills and concepts provided across learning pathways in the materials. On the Home Page under the Resources tab, the "Usage Recommendation" document offers guidance that supports the retrieval of previously learned content. For example, in the "Number Sense and Fluency" section, personalized fact fluency practice is provided across all operations.

Materials include recommendations for student practice on the Home Page under the Math tab. Spaced retrieval opportunities with previously learned skills and concepts are provided across learning pathways. Spaced retrieval opportunities allow for continuous assessment of student progress, enabling teaching strategies to be adjusted as needed.

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

Materials provide interleaved practice opportunities that align with previously learned skills and concepts across learning pathways. The Home Page under Inquiry-Based Lessons also offers interleaved practice opportunities. For example, students explore math standards while building critical thinking skills.

Freckle for Math materials provide interleaved practice opportunities that align with previously learned skills across learning pathways. On the Home Page, under Recommendations for Students Practicing in Math, interleaved practice is demonstrated by enhancing students' problem-solving abilities and promoting flexible thinking as students learn to switch between different types of problems and strategies.

5. Balance of Conceptual and Procedural Understanding

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

5.1 Development of Conceptual Understanding

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

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

Materials on the Home Page under the Assignments: Depth of Knowledge tab provide questions and tasks that offer opportunities for students to interpret, analyze, and evaluate models and representations of mathematical concepts and situations. For example, in grade 1, a DOK activity on addition facts up to 20 prompts students to solve for an unknown number using a word problem accompanied by a visual representation.

Materials on the Student Home Page include questions and tasks that require students to interpret models and representations of mathematical concepts and situations. Students solve real-world problems by making connections and transferring learning to new contexts. The materials provide the opportunity to analyze and evaluate representations and enhance critical thinking skills. This approach enables students to select appropriate methods for deriving solutions in unfamiliar contexts.

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

Materials on the Student Home Page under the Place Value criteria provide opportunities for students to communicate their mathematical thinking through the use of concrete models of mathematical situations. For example, students are given the chance to drag virtual base-10 blocks to represent a given number, offering a pictorial representation using virtual concrete models.

Materials on the Student Home Page under the Algebraic Reasoning criteria provide opportunities for students to communicate their mathematical thinking through pictorial representations of mathematical situations. For example, addition and subtraction are practiced using dots arranged in a 10-frame disposition.

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

Materials on the Home Page under the Assignments: Targeted Practice tab provide questions and tasks that offer opportunities for students to apply conceptual understanding to new problem situations and contexts. For example, in grade 1, a Targeted Practice activity on addition facts up to 20 prompts students to solve problems involving adding or subtracting up to 20. Students are presented with a word problem and a visual representation, such as the question, "Trevon had 8 stickers. His brother gave him 5 more. How many stickers does he have now?" accompanied by a visual showing eight red stickers and five purple stickers, allowing students to apply conceptual understanding and add the two numbers.

Materials described in the Freckle Help Center on the "How Does Freckle Fit into My Math Class?" page provide questions and tasks that offer opportunities for students to apply conceptual understanding to new problem situations and contexts. For example, independent practice modes are available for early learners to build number sense through number basics and develop a conceptual understanding of addition. Additionally, Inquiry-Based Lessons are provided as cross-curricular activities that promote conceptual understanding of math topics while students explore real-world scenarios.

5.2 Development of Fluency

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

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

Materials include tasks on the Student Home Page that are designed to build the student automaticity and fluency necessary for completing grade-level mathematical tasks. Under the Math Content tab, the "Build the Basics" section provides practice activities for students in grades K–8. These activities include Fact Practice for grades K–8, which offers personalized fact fluency across all operations; Number Facts for grades K–2, which provides basic arithmetic practice with audio and visual supports; and Number Basics for grades K–2, which focuses on early math skills such as counting and number recognition. All practice activities can be assigned by educators, with the exception of Number Basics, which is automatically available to students through their dashboard.

Materials found on the Home Page under the Help Center include examples of tasks designed to build the student automaticity and fluency needed to complete grade-level math tasks. For example, the product offers two adaptive math operations activities—addition and subtraction—for grades K–2. These activities help students develop math fact fluency by encouraging quick and accurate recall of basic facts. Additionally, students have the opportunity to practice their addition and subtraction facts twice daily. The product supports the development of automaticity while allowing students to focus more on critical thinking and problem solving in mathematical contexts.

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

Materials on the Home Page under the Math tab include Inquiry-Based Lessons that can be assigned to students in grade 1. These lessons offer opportunities for students to practice applying efficient, flexible, and accurate mathematical procedures throughout their learning pathways.

Materials on the Home Page within the Help Center offer students opportunities to practice efficient, flexible, and accurate mathematical procedures throughout their learning pathways. For example, Freckle Math Practice (Adaptive Practice or Targeted Practice) presents diverse question types such as multiple choice and multiple answers. The product also provides immediate feedback after each response,

showing correct solutions when students answer incorrectly, which supports skill development and mastery.

Materials on the Student Home Page enable students to use cubes to model addition and subtraction. Students then have the opportunity to transition to drawings, number lines, and equations. This progression supports flexible strategy use, allowing students to select methods based on their preferences and the numbers involved. Additionally, the Fact Practice component helps students build math fact fluency by encouraging quick and accurate recall of basic facts across all four operations.

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

Materials on the Home Page under the Math tab provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy throughout their learning pathways. One way the product supports this skill is through Inquiry-Based Learning lessons. For example, on the final day of these lessons, each group presents its solution during a class discussion. After a presentation, students use sentence stems such as "I agree with ____ because _____" and "I solved it differently than ____ because _____" to engage in evaluating and discussing the solutions shared.

Materials on the Home Page in the Help Center provide evidence of opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy throughout their learning pathways. The product includes a student demo app that allows students to use tools or an interactive pen to evaluate and refine their problem-solving methods. Additionally, students in all grades can see the names of up to three randomly selected classmates who have already mastered the standard they are working on, which supports the development of critical thinking and problem-solving skills.

Materials found on the Student Home Page enable students to assess their accuracy through immediate feedback and structured practice. The Fact Practice component supports the development of math fact fluency by encouraging quick and accurate recall of basic facts across all four operations.

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

Materials in the Help Center within the Educator Academy offer guidance to help students select efficient strategies for solving math problems. For example, the product includes a Smart Start 60-minute module course comprising videos, checklists, and guides that supports connecting each student with assignments and practice at the appropriate level while using robust data to track their progress toward mastery. Adaptive math practice like this provides remediation for struggling students and advances students to more challenging concepts when they demonstrate readiness.

Materials include resources under the Help Center's Educator Academy that support students in selecting efficient approaches to solve math problems. These resources are help articles that focus on strategies to guide educators in assisting students toward more effective problem-solving methods.

5.3 Balance of Conceptual Understanding and Procedural Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.3a	The materials provided do not explicitly state how the conceptual and procedural emphasis of the TEKS is addressed.	0/2
5.3b	All criteria for guidance met.	3/3
5.3c	Materials lack support for students in defining and explaining concrete models of abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS. Materials include supports for students in connecting concrete models to abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS, and representational models to abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS. Materials include supports for students in creating concrete models of abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS, and representational models of abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS. Materials include supports for students in defining and explaining representational models of abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS.	5/6
—	**TOTAL**	8/11

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

The materials provided do not explicitly state how the conceptual and procedural emphases of the TEKS are addressed.

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

Materials found within the Student Dashboard include questions and tasks that are designed to provide opportunities for students to engage with concrete models, pictorial representations, and abstract models, as required by the TEKS. For example, embedded supports—such as Adaptive Practice activities, Targeted Practice activities, and Benchmark Assessments—present concrete models in different forms to ensure a variety of item types are presented. These supports are structured to promote conceptual understanding and procedural fluency across multiple representations, consistent with the rigor and expectations of the TEKS.

The product offers questions and tasks that incorporate concrete models, pictorial representations, and abstract reasoning, all aligned with the TEKS as outlined in the Help Article "How are math practice questions selected for students?" For example, question types include multiple choice, multiple answer, type-in responses, drag-and-drop, graphing, and table completion. This variety of question types supports a progression from hands-on learning to abstract thinking, which utilizes concrete models,

pictorial representations, and abstract models as required by the TEKS. Mathematical concepts are approached in diverse ways, making learning more meaningful and engaging. Rather than relying solely on memorization of rules and procedures, students are supported in building a deeper understanding of mathematics.

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

Materials lack supports for students in defining and explaining concrete models for abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS. However, the product provides supports within the materials to assist students in connecting, creating, defining, and explaining concrete and representational models for abstract (symbolic, numeric, and algorithmic) concepts, as required by the TEKS. Since *Freckle for Math* is a digital product, access to digital manipulatives is provided to students when necessary. The materials provide student support in connecting, creating, defining, and explaining concrete and representational models of abstract concepts aligned with the TEKS. For example, in the Student Demo App, students are able to connect and explain representational models of abstract mathematical concepts such as addition. Instructional supports are embedded throughout adaptive and targeted math practice found in the Math Practice Program. When students encounter problems, a mix of guided practice examples (when available), hints, and videos are automatically presented to support student learning.

Materials found in the Help Center include an article that provides support for students in connecting, creating, defining, and explaining concrete and representational models of abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS. The article "What's in Each Inquiry-Based Lesson?" offers supports for diverse learning needs by helping students bridge the gap between hands-on exploration and abstract reasoning. By including materials that help provide support while learning, students have the opportunity to gain a more flexible and comprehensive understanding of mathematics by improving their ability to apply concepts accurately and confidently in different contexts.

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.

Materials in the Student Dashboard provide opportunities for students to develop academic mathematical language by offering visuals, manipulatives, or other language development strategies. For example, when viewing the student dashboard, the student is offered an "Enséñame" (teach/show me) button. Selecting "Enséñame" takes the student to a guided question that resembles the question they were originally working on. Once the guided question is answered correctly, they are taken back to their original question.

The Math Practice Program provides opportunities for students to develop academic mathematical language using visuals, manipulatives, or other language development strategies. For example, students are provided with the opportunity to select underlined academic vocabulary to view or hear a definition under the guided questions and prompts. Students are also supported by being able to click on the audio button or light bulb to listen to instructions or see math problem questions/hints.

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.

The materials include guidance support for scaffolding student support using academic mathematical vocabulary in context found in the Math Practice Program. For example, the product supports students by administering scaffolding into skills and subskills when students are faced with a challenge. Guidance is also provided by offering different types of videos that vary by question and include conceptual, walk-through, and skill-based videos.

Materials in the Help Center include embedded educator guidance to scaffold and support students' use of academic vocabulary in context when communicating with peers and educators. For example, students in all grades are provided with the opportunity to see the name of up to three random students in their class who have already mastered the standard they are working on (Peer-to-Peer Math Supports).

Materials include embedded educator guidance to extend students' use of academic vocabulary in context when communicating with peers and educators. For example, on the Student Dashboard, Inquiry-Based Lessons provide the opportunity for groups to present their solution for the day. A spokesperson is selected per group, and after each group has presented, there is a class discussion that provides the following sentence stems: "I agree with ____ because _____. I solved it differently than ____ because _____. The way that ____ explained the solution caused me to change my thinking because _____."

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

Materials found in the Help Articles include embedded guidance to support student application of appropriate mathematical language and academic vocabulary in discourse by offering Peer-to-Peer Math Supports, which allows students in all grades to see the names of up to three random students in their class who have already mastered the standard they are working on. When a student is working on a question and the given support is not enough, the online program will prompt the student to ask a friend by offering the student names as support.

Freckle provides embedded guidance to support student application of math language and academic vocabulary in the Student App under the "Práctica Dirigida" section by allowing students to click on a word to view the definition, which also offers an example and the opportunity to listen to the material through an audio feature. Students are also able to select underlined academic vocabulary to view or hear a definition in guided questions and prompts.

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

Within the Math tab, the Inquiry-Based Lessons include embedded guidance to facilitate mathematical conversations, allowing students to hear, refine, and use math language with peers by allowing student groups to present their solution for the day. A spokesperson is selected per group. After each group has presented, there is a class discussion with the following sentence stems: "I agree with ____ because _____. I solved it differently than ____ because _____. The way that ____ explained the solution caused me to change my thinking because _____."

The materials include Peer-to-Peer Math Support, located within the Help Center. Support is offered here by providing embedded guidance to facilitate math conversations with peers using math language. For example, students in all grades can see the name of up to three random students in their class who have already mastered the standard they are working on and request an opportunity for a mathematical conversation.

The product offers materials within the Math Practice Program that include embedded guidance to support student application of mathematical language and academic vocabulary in discourse. For

example, DOK lessons provide students with the opportunity to practice higher-order thinking questions collaboratively with others.

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.

Within the Student Dashboard, 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. For example, when the student is on their dashboard, they have an "Enséñame" (teach/show me) button. Selecting "Enséñame" directs the student to a guided question that resembles the question they were originally working on. Once the guided question is answered correctly, they are directed back to their original question.

Materials within the Help Article "What Instructional Supports Are Offered Within the Math Practice Program?" include embedded guidance to anticipate a variety of student answers, including exemplar responses to questions and tasks, with guidance to support and/or redirect inaccurate student responses. For example, the product offers tools such as conceptual, walk-through, and skill-based videos. The type of video that appears is based on the question asked. However, according to Freckle, "Math videos will not be available for students whose assigned language is Spanish."

Materials in the Student App under Target Practice provide embedded guidance to anticipate a variety of student answers with exemplar responses and supportive guidance for redirecting student responses. For example, if a student has assessed lower than the selected skill or has struggled with recent practice related to this skill, Freckle may provide a recommendation for teachers to differentiate the assignment for students by assigning a mix of prerequisite skills along with the selected skill.

5.5 Process Standards Connection

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

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

TEKS process standards are integrated appropriately into the materials as seen in the Help Center under Depth of Knowledge Challenges which include an "Introduction" section that provides context and a real-world foundation for a certain math problem. In this section, students see a combination of multiple-choice, multiple-answer, and student-input questions.

The materials under the Math tab in the "Standards" section appropriately integrate the TEKS process standards by addressing all major foundational math standards and skills for grades K–9. Freckle's standards list offers detailed information and resources for each standard. Freckle groups the standards and their corresponding skills into larger topics, called domains. Teachers can assign targeted practice either at the standard level or at a more specific skill level.

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

Materials do not include a description of how process standards are incorporated and connected throughout the learning pathways.

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

Materials do not include an overview of the TEKS process standards incorporated into each lesson.

6. Productive Struggle

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

6.1 Student Self-Efficacy

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.1a	All criteria for guidance met.	3/3
6.1b	All criteria for guidance met.	3/3
6.1c	All criteria for guidance met.	3/3
—	**TOTAL**	9/9

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

Materials provide opportunities for students to think mathematically, persevere through solving problems, and make sense of mathematics. For example, the Student Dashboard assists learners by delivering adaptive resources that provide timely, targeted hints to support their thinking when they encounter challenges with a problem.

Materials located in the Help Center, specifically in the Math Practice Program "Depth of Knowledge" article, offer students meaningful opportunities to engage in mathematical thinking, persevere through problem solving, and develop a deeper understanding of math concepts. For instance, students interact with open-ended questions that require reasoning and justification, tackle multi-step tasks involving several operations, and use visual models that promote conceptual understanding and connections between mathematical ideas.

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

Materials found under the Math Tab in the "Inquiry-Based Lessons" section encourage students to recognize, explain, and justify that there are multiple ways to solve problems and complete tasks. For example, Inquiry-Based Lessons provide opportunities for groups to present their solutions, with each group selecting a spokesperson to share their approach. Following the presentations, a class discussion is facilitated using sentence stems such as: "I agree with ___ because ___," "I solved it differently than ___ because ___," and "The way ___ explained the solution made me change my thinking because ___." This structured discussion supports students in developing their ability to explain and justify their reasoning.

The materials feature an article titled "How Do I Lead a Number Talk? How Do I Lead a Dot Talk?" found in the Help Articles. This resource supports students in exploring, understanding, and justifying multiple strategies for solving problems and completing tasks. For example, in the "Inquiry-Based Lessons"

section, a Dot Talk invites students to observe a pattern of dots for three seconds and then share the strategies they used to determine the total number of dots.

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

Materials found under the Math Tab in the "Inquiry-Based Lessons" section are intentionally designed to help students make sense of mathematics by providing multiple opportunities to engage in doing, writing about, and discussing math with peers and/or educators. For instance, in an example provided, on Day 3 of the Inquiry-Based Lesson titled "Working for an Animal Science Magazine," the objective states: "Students will be able to write down statements that are based on data in charts." This lesson integrates writing and peer discussion as students analyze and communicate mathematical ideas.

The article titled "What's in Each Inquiry-Based Lesson?" located in the Help Center outlines how the materials support students in making sense of mathematics through multiple opportunities to actively engage in doing, writing about, and discussing math with peers and educators. For example, during the Present, Explain, & Critique portion of each Inquiry-Based Lesson, students share their solutions with classmates, explaining their reasoning and problem-solving strategies. Each lesson concludes with a reflection activity that encourages students to think critically about both the mathematical concepts explored and their thought process.

6.2 Facilitating Productive Struggle

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

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

Materials available under the Math tab within the "Inquiry-Based Lessons" section are designed to help educators facilitate student discussions that center around problem-solving strategies, explanations, and mathematical reasoning. For instance, each Inquiry-Based Lesson in grade 1 includes an opportunity for student groups to present their solutions. A designated spokesperson from each group shares their team's approach. Following the presentations, the class engages in a structured discussion using sentence stems such as: "I agree with ____ because _____," "I solved it differently than ____ because _____," and "The way that ____ explained the solution caused me to change my thinking because _____." This reflective discussion encourages students to articulate, compare, and evaluate various problem-solving methods.

Freckle offers an article titled "How Are Math Practice Questions Selected for Students?" within the Help Center, which provides opportunities for teachers to support students in sharing and reflecting on their problem-solving strategies, including their explanations, reasoning, and justifications. The platform uses an adaptive algorithm, along with standards-based breakdowns, to help students work through concepts they may find challenging. If a student continues to struggle, the product reinforces previously mastered topics and gradually builds toward full understanding and mastery.

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

The materials include prompts intended to support educators in delivering explanatory feedback based on student responses and anticipated misconceptions. For example, in the "Guided Practice" section found in the Help Center, a worked example appears on the screen, and students are encouraged to engage with each step by responding to quick, targeted questions. This method promotes active thinking, deepens understanding, and helps reinforce the reasoning behind each strategy.

The materials provide educators with guidance on providing explanatory feedback based on students' anticipated misconceptions. For example, a Help Article titled "How Are Math Practice Questions Selected for Students?" states that the adaptive program uses an algorithm that breaks down the materials to support the student's understanding, and "if the student continues to struggle, the program will reinforce topics he or she has previously mastered and gradually work toward mastery." The article suggests

targeted practice opportunities that teachers can assign to students based on student responses toward specific skills or concepts. It also states that the program might provide recommendations for differentiation assignments that include prerequisite skills and the current targeted skills.