Renaissance Learning, Inc.

Supplemental Spanish Mathematics, 2

Freckle for Math Spanish, 2

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)
72.15%	158	41	Flags Not in Report	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	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.	3/4
1.1b	All criteria for guidance met.	3/3
1.1c	All criteria for guidance met.	2/2
1.1d	The materials do not include protocols with corresponding guidance.	0/2
1.1e	The 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 in which the materials list the TEKS by strand and grade level, allowing teachers to easily locate and reference the standards. 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.

The materials include an *Implementation Guide*, which outlines usage recommendations in the "Math Usage Recommendations" section. For example, in grade 2, the materials recommend a minimum usage of 10 minutes per day, twice a week.

The materials offer guidance for adapting usage to meet student needs across various instructional contexts. The "Math Usage Recommendations: Mastery Practice" document provides descriptions of key program components, including the "Adaptive Math Pathway," "Targeted Math Practice," and "Focus Skill Practice" components.

The materials also include a "Research Foundation for Freckle" document, which explains how the program supports student learning and teacher instruction. This document suggests that the program is well-suited for facilitating small-group rotations. Additionally, the materials provide implementation strategies and delivery methods for using the program in multiple settings, such as differentiated practice, homework, learning stations, and intervention. Only select lessons are available in Spanish.

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

The Student Home Page includes 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.

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

The materials provide resources that instructional leaders can use to support educators in implementing the materials as designed. For example, the Help Center's "Administrator Dashboard" tool offers a variety of student data resources that allow administrators to monitor growth. For example, the "Growth Data" page includes the "Growth by Student" chart, the "Growing Versus Struggling Students" overview, the

"Average Grade-Level Growth" overview, and the "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	The 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 provide TEKS-aligned benchmark assessments that adapt to student progress. The assessments allow educators to gauge student understanding at different levels, adjusting tasks in real time to provide targeted support or challenges based on individual student performance. *Freckle for Math (Spanish)* is designed to be adaptive. After selecting "Math Topic (TEKS)," the educator has access to detailed lesson overviews with learning objectives. In grade 2, the materials recommend a minimum usage of 10 minutes per day, twice a week. For example, students or teachers may select a domain for practice. Students begin with a pre-assessment, and the materials adjust according to students' proficiency levels.

In grade 2, the materials include opportunities for students to personalize fact fluency across all operations. Teachers can assess students' progress on specific standards to check for understanding and measure 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).

The materials include an English "Family Letter," which introduces parents to the program and provides login instructions. However, the "Family Letter" does not support families for 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	The materials do not include the definition for the types of instructional assessments.	1/2
2.1b	The materials do not include guidance to ensure the consistent administration of instructional assessments.	1/2
2.1c	The 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 guidance under the Home tab of the "Math Content—Assessments" resource. When users select a grade level and topic, this guidance ensures the accurate administration of instructional assessments.

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

The materials include guidance under the Home tab within the "Math Content—Assessments" resource. When users select a grade level and topic, this guidance ensures the accurate administration of instructional assessments.

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 these assessments by navigating to the Assessments tab for grade 2 and locating the "Math Report" section. The digital assessments offer text-to-speech accommodations, which educators can enable as needed.

The materials allow the teacher to enable or disable text-to-speech options to support individual students. The teacher can enable or disable this feature by selecting "Roster," "Edit Student," "Support

Settings," and then "Audio Settings." The three text-to-speech options are "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 supports in the product.

The materials allow teachers to assign language supports by selecting a student's designated language of instruction. The materials include printable versions of each digital assessment in both English and Spanish, along with an answer key. When printing, teachers can choose to include or exclude the answer key by using 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 drag-and-drop, text entry, multi-select, multiple-choice, and open-ended responses. These assessments appear throughout the "Targeted Practice" section and "Depth of Knowledge (DOK)" challenges. The assessments reflect more than two levels of complexity and allow students to demonstrate understanding through more than two unique item types. The "Adaptive Math Pathway" component 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.

The Help Center provides a variety of formative assessments with TEKS-aligned tasks or questions, including interactive item types with varying complexity levels. The Freckle Math Practice Program (which includes "Adaptive Practice," "Targeted Practice," or "Benchmark Assessment" options) aims to provide students with diverse question types. These question types include multiple-choice questions that ask students to select one correct answer and multiple-answer questions with one or more correct answer(s). These question types are available for grades K–3 only. For grades 2–3, the question types include multiple-choice questions, multiple-answer questions, and type-in questions that require students to type their answers into a text box. Grades 2–3 also include drag-and-drop questions that require students to drag answer choices.

The Help Center provides a variety of formative assessments with TEKS-aligned tasks or questions, including interactive types with varying complexity levels. For example, when a student struggles with a topic, the program automatically remediates and uses an adaptive algorithm in which the standard breakdowns work through the material that supports understanding of the student's struggle. If the

student continues to struggle, the program reinforces topics that the student has previously mastered, allowing them to gradually work towards mastery. *Freckle for Math (Spanish)* also automatically reviews concepts that the student struggled with in the past. The program works to remediate the student and helps them achieve mastery.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	Instructional assessments include scoring information, but not guidance for interpreting student performance. The assessments 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.

The Math Report Card for Students tab of the Home Page provides educators with instructional assessments that display scoring information and guidance for interpreting student performance. For example, teachers are able to interpret student performance through color-coded, leveled mastery skill scores.

The "Math" section of the Home Page provides educators with instructional assessments, including scoring information and guidance for interpreting student performance. Such guidance includes a rationale for each correct and incorrect response. For example, educators can select a grade level and click on the "See Assessment Report" option. This option provides information about instructional assessments, including 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.

The "Math Content" section of the "Adaptive Math Pathway" component provides educators with guidance on implementing activities and responding to student performance on assessments. In this pathway, each student first completes a pretest to establish their proficiency level. Students then engage in activities that adapt to their individual learning needs and progress. This approach supports targeted instruction and differentiated practice.

The "Reports: What Data Can I See on the Class Grouping Report?" section of the Home Page provides 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 *Freckle for Math (Spanish)*.

The materials in the "Teacher Dashboard—Performance by Topic" report on the Home Page 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.

The Student Home Page includes 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 that they answer correctly, earning coins that they can redeem later. Students can view their progress toward such goals and see how many days they have left to achieve them.

The "Reports—Performance by Topic" section of the Home Page includes 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 visually displays student accuracy. Additionally, when teachers select a specific topic, they can see students grouped into the following 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.

The "Student Assignments" section of the Student Home Page includes materials that 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 reteaching moment, allowing the student to try the question again.

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

The "Adaptive Math Practice" feature of the *Freckle for Math (Spanish)* materials includes a mastery sequencer and pretests to provide adaptive learning. The "Research Foundation for Freckle" document on the Home Page explains that 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	The materials do not include pre-teaching supports for developing academic vocabulary and pre-teaching supports for unfamiliar references in text. However, the materials on the Home Page (under the Help tab) provide embedded support for developing academic vocabulary.	1/4
3.1c	All criteria for guidance met.	2/2
3.1d	The materials do not include content and language supports and 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.

The Math Report Card for Students tab of the Home Page informs 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 the following: "Student Name is currently performing below the rostered grade level in this standard." This message prompts educators to create targeted practice.

The 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. The materials provide guidance for using these features through help articles in Section 2.2a and Section 2.2b. The program's design aligns with best practices for adaptive learning systems that provide 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.

The materials do not include pre-teaching supports for developing academic vocabulary or pre-teaching supports for unfamiliar references in text. However, the Help tab of the Home Page provides embedded

support for developing academic vocabulary. The *Freckle for Math (Spanish)* materials provide explicit educator guidance on embedded language supports for academic vocabulary. For example, teachers have the opportunity to preview math assignments in Spanish and provide language supports with hints, vocabulary words, and audio support, which appear throughout the product.

The materials in the Help tab of the Home Page provide embedded supports for developing academic vocabulary. The product provides real-time hints for students, helping them navigate the new language. As the "What Instructional Supports Are Offered Within the Math Practice Program?" article explains, students can hover over specific words, such as *cara, figura,* or *rectangulo*, to read these words' definitions.

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

The Assignments tab of the Home Page includes "Extended Thinking" activities that are aligned with DOK levels. Teachers can assign these activities 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 activities directly to students.

The Math tab includes "Extended Thinking" activities, which teachers can assign to students in grades 1–9. The materials state the following: "Students explore math standards and build critical thinking skills through fun, real-world challenges." Teachers can assign "Inquiry-Based Lesson" activities, which consist of a slideshow for the teacher to project as well as objectives and inquiry sheets for three to four days on a given topic. The materials provide a lesson overview as well as 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.

The materials do not include calculators or content and language supports that educators can enable or disable to meet individual student needs. However, the Roster—Settings tab of the Home Page provides digital accommodations such as a text-to-speech feature. Educators can enable or disable this feature 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"). These options include "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.

The Help tab of the "Math Practice Program Content" section provides educators with guidance on offering multiple options and supports for students to demonstrate their understanding of math concepts. For example, the *Freckle for Math (Spanish)* materials include a variety of videos that model guided practice, supporting students in demonstrating their learning in different ways.

The Help tab also provides educators with guidance on offering support and options for students to demonstrate understanding of math concepts in various ways. The materials encourage teachers to combine instructional videos with printable sample questions 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.

The "Inquiry-Based Lessons Information" resource includes help articles that provide instructional support for students through detailed lesson guidance. Lessons include teacher-facing resources, such as slides designed to guide instruction and promote student engagement. The slides begin with a review activity to activate students' prior knowledge. For example, the Day 3 slides for the grade 2 "Life as an Animal Scientist" lesson include a visual pictograph and prompt questions. These questions include the following: "How many more books did Anthony read than Jose?" This lesson focuses on teaching students how to draw pictographs and bar graphs.

Help articles provide explicit prompts and guidance to help educators build prior knowledge, highlight big ideas, and connect key patterns and relationships using multiple representations. For example, inquiry-based lessons include teacher-facilitated discussions that prompt students to explain their thinking, justify their reasoning, and make sense of one another's strategies. For example, in a "Number Talk" lesson, teachers guide students to represent the different methods they used to find an answer, such as using their fingers or visual models.

The "Guided Practice" section includes a Math tab, which guides educators in building student understanding by activating prior knowledge, anchoring big ideas, and highlighting key patterns, features, and relationships through multiple representations. The product supports this process by offering adaptive math practice problems that include remediation as needed. This approach enables students to progress to more advanced concepts as they demonstrate mastery. Additionally, the "Guided Practice" section engages students with step-by-step examples that 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.

The "Help Articles" section of the Home Page includes resources for students. *Freckle for Math (Spanish)* 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, *Freckle for Math (Spanish)* offers recommendations to help teachers differentiate assignments based on individual student needs.

The materials in the Home Page's Help Center support teachers by meeting the needs of students with Individualized Education Programs (IEPs). The "Using Freckle for Intervention and IEPs" section 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 in relation to grade-level expectations. The reports also show each student's 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.

The Help Articles tab of the Home Page includes enrichment and extension methods, as well as guidance to support educators in effective implementation. The "Extended Thinking" section of the Math Content tab features materials that cover DOK levels for students in grades K–8. These lessons are assigned and completed digitally. The "Depth of Knowledge (DOK) Challenges" help article provides guidance for these lessons. Teachers can toggle DOK activities between English and Spanish based on student settings.

The Help Articles tab of the Home Page includes enrichment and extension methods that support various forms of engagement. These articles also include guidance to help educators implement lessons effectively. The "Extended Thinking" section of the Math tab offers inquiry-based lessons for students in grades 1–9. These lessons feature a slideshow with an embedded video that the educator guides. After watching the video, students complete an inquiry sheet. The product also includes multiple help articles within the "Inquiry-Based Lessons" section. For example, the article "How Do I Use Inquiry-Based Lessons in My Classroom?" guides educators on implementing these lessons in whole-group, small-group, or center-time settings.

The Help Articles tab of the Home Page includes enrichment and extension methods that support various forms of engagement, as well as educator guidance for effective implementation. In the "Adaptive Math Practice" component, struggling students can practice at their current level within the specific domain the class is working on. Advanced students can engage with practice above their grade level.

The Math tab of the Home Page includes enrichment and extension methods, supporting various forms of engagement and providing educators with guidance on effective implementation. For example, the "Math Focus Skills" practice targets struggling students by addressing their most critical learning gaps across all skill areas. This practice also provides advanced students with opportunities to review and reinforce essential grade-level concepts.

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

The "Help Articles" section includes the *Teacher Home Guide,* which offers teachers guidance on providing timely feedback during lesson delivery. For instance, the *Freckle for Math (Spanish)* materials provide teachers with resources to monitor student progress and performance. The materials also help teachers decide what to do with data. Teachers can isolate whether each standard needs a whole group reteach (when most students fall below 50 percent) or a small group reteach (when a small group of students fall below 50 percent).

The materials offer educators a variety of prompts and guidance to support the delivery of timely, actionable feedback throughout lesson instruction. For example, the Math Practice Program includes a feature titled "What Data Can I See in the Skills Progress Report?" This feature 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. The report also 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	The materials do not include implementation guidance to support educators in effectively using the materials in state-approved bilingual/ESL programs.	0/1
3.3d	The 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 programs. While the teacher dashboard allows Spanish language settings

and includes 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 supports, 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.

The 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, the materials do increase comprehension through oral discourse, build background knowledge through oral discourse, and increase comprehension through written discourse. The Student Home Page includes materials that allow students to use a *Pista* (Hint) 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 in answering the original problem.

The materials 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.

The materials provide personalized learning pathways and practice activities aligned with the TEKS. Teachers assign specific standards by navigating to the "Math" section, selecting "Content," and then choosing "Targets, Skills, and Domains." Practice assignments vary in length and format. These assignments include 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.

The materials include benchmark assessments, which are located under the Assignments tab. These assessments are available for each topic and contain between one and ten questions. The assessments 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.

The materials offer questions and tasks that build in rigor and complexity to support students in reaching and exceeding grade-level proficiency in the mathematics TEKS. Teachers have the flexibility to assign specific standards to individual students or the entire class based on instructional needs, extending learning through DOK. The "Extended Thinking" materials provide enrichment and extension activities that build in rigor and complexity. For example, in the "Targeted Practice" section for Topic 2.3.C ("Model Fractions Greater than 1"), grade 2 students encounter thirds and fifths, which are above grade level.

The materials include enrichment and extension resources that build in rigor and complexity to support grade-level and above-grade-level proficiency aligned with the mathematics TEKS. For example, activities

in the Extended Thinking tab incorporate DOK tasks that educators can assign to students in grades K–8. These tasks involve sets of higher-level thinking questions, which are 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.

In the "Targeted Practice" section of the Assignments tab, the materials demonstrate coherence across concepts horizontally within the grade level by connecting patterns, big ideas, and relationships. For example, in grade 2, Target Practice 2.4.A ("Fluently Add Within 20") leads to Target Practice 2.4.B ("Add up to Four Two-Digit Numbers"). Students can complete the tasks by having a stronger foundation in fact fluency.

The materials under the Math Content tab 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. The materials also demonstrate coherence across concepts within a grade level, encouraging students to understand mathematics as an interconnected web of ideas rather than a collection of isolated skills.

The "Performance by Topic" section includes a Reports tab. Here, teachers can assign targeted practice in specific skills and prerequisites. Teachers can also assign instructional videos to support students' learning.

In the "Inquiry-Based Lessons" section of the Math Topics tab, the materials demonstrate horizontal coherence within the grade level. According to the materials, "Students engage with math standards and develop critical thinking skills through engaging, real-world problem-solving activities."

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

The materials demonstrate coherence vertically across concepts and grade bands, including connections from grades K–6, by connecting patterns, big ideas, and relationships. For example, in the Assignments tab of the Student Home Page, under "Shapes," questions in the activities set the stage for future topics. For example, a grade 2 activity on standard and expanded forms includes numbers greater than 1,200, which are not introduced within the grade level.

In the "Focus Skills" practice under the Math Content tab, the materials demonstrate coherence vertically across concepts with connections from grades K–6. According to the materials, "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.

In the "Targeted Practice" section of the Assignments tab, the materials demonstrate coherence across lessons or activities by connecting students' prior knowledge of concepts and procedures to the mathematical concepts to be learned in the current grade level and future grade levels. The questions in the activities set the stage for future topics. For example, a grade 2 activity on standard and expanded forms includes numbers greater than 1,200, which are not introduced within the grade level. The 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. Such connections between prior knowledge, current lessons, and future skills enhance students' ability to understand and retain mathematical concepts.

The materials under the Math Content tab demonstrate grade-level math concepts and procedures. For example, in the "Target Math Practice" section, teachers can assign a specific standard for students to practice.

The materials demonstrate future grade-level math concepts and procedures. For example, the Assignments tab includes a "Focus Skills" practice, in which students can practice the most critical skills across math domains from grades 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.

The materials provide spaced retrieval opportunities with previously learned skills and concepts across learning pathways. The "Resources" section of the Home Page includes a "Usage Recommendation" document, which offers an opportunity for the retrieval of previously learned skills and concepts across learning pathways. For example, in the "Number Sense and Fluency" section, students practice personalized fact fluency across all operations.

The materials in the Math tab of the Home Page include recommendations for student practice. These materials provide spaced retrieval opportunities with previously learned skills and concepts across learning pathways. Spaced retrieval supports the continuous assessment of student progress, enabling educators to adjust their teaching strategies as needed.

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

The "Inquiry-Based Lessons" section of the Home Page provides interleaved practice opportunities with previously learned skills and concepts across learning pathways. For example, the materials state that "students explore math standards and build critical thinking skills."

The *Freckle for Math (Spanish)* materials provide interleaved practice opportunities with previously learned skills across learning pathways. For example, the "Recommendations for Students Practicing in Math" section of the Home Page includes interleaved practice. As students learn to switch between different types of problems and strategies, this practice enhances their problem-solving abilities and promotes flexible thinking.

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.

The materials under the Assignments—Depth of Knowledge tab on the Home Page 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 2, a "Depth of Knowledge" activity focuses on lengths on a number line. This activity prompts students to select number lines that represent a given word problem. The activity presents students with a word problem and visual representations as answer choices.

The 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 their learning to new contexts. Students' ability to analyze and evaluate these representations enhances their critical thinking skills. These tasks enable students to choose 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.

The "Place Value" criteria materials on the Student Home Page provide students with opportunities to communicate their mathematical thinking using concrete models that represent mathematical situations. For example, students can drag virtual base-ten blocks to represent a given number. This activity serves as a pictorial representation using virtual concrete models.

The 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 their learning to new contexts. Students' ability to analyze and evaluate representations enhances their critical thinking skills. The materials thus enable students to choose appropriate methods for deriving solutions in unfamiliar contexts.

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

The materials under the Assignments—Targeted Practice tab of the Home Page include questions and tasks that provide opportunities for students to apply conceptual understanding to new problem situations and contexts. In grade 2, a "Targeted Practice" activity on adding up to four two-digit numbers prompts students to "add up to four two-digit numbers using various strategies." The materials provide students with a problem and a visual representation for most tasks. For example, the question "Find the sum: 27 + 30 + 8 + 3 = __" includes a base-ten visual representation for each number, helping students apply conceptual understanding to solve the problem.

The materials on the "How Does Freckle Fit Into My Math Class?" page of the Help Center offer questions and tasks that provide students with opportunities to apply conceptual understanding to new problem situations and contexts. For example, *Freckle for Math (Spanish)* includes independent practice modes for early learners, allowing students to work on number basics and build their number sense. Students can also work on foundational math skills to develop a conceptual understanding of addition. Additionally, the materials offer inquiry-based lessons that are cross-curricular, helping students build a conceptual understanding of math topics while exploring 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.

The materials include tasks on the Student Home Page that are designed to build the automaticity and fluency needed for grade-level math. The Math tab includes a "Build the Basics" section, which offers "Fact Practice" activities for students in grades K–8. These activities provide personalized fact fluency across all operations. "Number Facts" activities are for grades K–2 and provide basic arithmetic practice with audio and visual supports. "Number Basics" activities are also for grades K–2 and focus on early math skills such as counting and number recognition. Teachers can assign all activities except "Number Basics" activities, which are available to students by default on their dashboard.

The Home Page's Help Center provides examples of tasks designed to build students' automaticity and fluency in completing grade-level mathematical tasks. For example, for grades K–2, the *Freckle for Math (Spanish)* materials offer two adaptive math operation activities (addition and subtraction) that help students build math fact fluency and assess their ability to recall basic facts quickly and accurately. Students have the opportunity to practice these math facts twice each day. The product supports the development of automaticity by shifting the focus toward 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.

The materials include inquiry-based lessons under the Home Page's Math tab, which can be assigned to grade 1 students. These lessons offer opportunities for students to practice applying efficient, flexible, and accurate mathematical procedures throughout their learning pathways.

The materials in the Home Page's Help Center provide opportunities for students to practice efficient, flexible, and accurate mathematical procedures throughout their learning pathways. For example, the Freckle Math Practice Program, which includes "Adaptive Practice" and "Targeted Practice," offers multiple answer formats and diverse question types, such as multiple-choice questions. The product supports student learning by providing immediate feedback after each math fact and displaying correct solutions when answers are incorrect.

The materials include opportunities on the Student Home Page for students to use cubes to model addition and subtraction. Students then transition to using drawings, number lines, and equations. This progression supports flexible strategy use, enabling 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 the accurate and quick 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.

The materials under the Math tab on the Home Page provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy throughout learning pathways. One way the product supports this skill is through inquiry-based 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 _____." These stems allow students to discuss and evaluate the solutions that they share.

The materials in the Home Page's Help Center provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy throughout 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 random classmates who have already mastered the standard they are working on, supporting students' development of critical thinking and problem-solving skills.

The materials on the Student Home Page include opportunities for students to assess accuracy through immediate feedback and structured practice. The "Fact Practice" component helps students build math fact fluency by accurately and quickly recalling basic facts across all four operations.

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

The Help Center's "Educator Academy" resource includes guidance to support students in selecting efficient approaches for solving math problems. For example, the *Freckle for Math (Spanish)* materials offer 60-minute "Smart Start" module courses that include videos, checklists, and guides designed to connect every student with assignments and practice at the appropriate level. These modules use robust data to chart each student's path toward mastery. Adaptive math practice provides remediation for struggling students and advances those who demonstrate proficiency to more challenging concepts.

The Help Center's "Educator Academy" also includes resources that support students in selecting efficient approaches for solving math problems. For example, help articles advise educators on guiding 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 do not explicitly state how the conceptual and procedural emphases of the TEKS are addressed.	0/2
5.3b	All criteria for guidance met.	3/3
5.3c	The materials do not include supports for students in defining and explaining concrete models to abstract (symbolic/numeric/algorithmic) concepts as required by the TEKS. The 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. The materials include supports for students in creating 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. The materials include supports for students in defining and explaining representational models to 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.

The materials within the Student Dashboard include questions and tasks that provide opportunities for students to engage with concrete models, pictorial representations, and abstract models, as required by the TEKS. For example, the materials include embedded supports such as "Adaptive Practice" activities, "Targeted Practice" activities, and benchmark assessments. These supports present concrete models in different forms to ensure a variety of item types are included. Such supports are structured to promote conceptual understanding and procedural fluency across multiple representations, which is consistent with the rigor and expectations of the TEKS.

The *Freckle for Math (Spanish)* materials offer questions and tasks that incorporate concrete models, pictorial representations, and abstract reasoning as required by the TEKS. As the help article "How Are Math Practice Questions Selected for Students?" outlines, the materials include multiple-answer, type-in response, drag-and-drop, graphing, table completion, and multiple-choice question types. 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. The materials incorporate mathematical concepts in diverse ways, making learning more meaningful and engaging. Rather than relying solely on the memorization of rules and procedures, the materials support students 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.

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

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

The 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, the Student Dashboard offers students an "*Enséñame* (Teach/Show Me) button. When students select the *Enséñame* button, the materials direct the student to a guided question that resembles the question they were originally working on. Once the student answers the guided question correctly, they are taken back to their original question.

The *Freckle for Math (Spanish)* Math Practice Program provides opportunities for students to develop academic mathematical language using visuals, manipulatives, or other language development strategies. For example, guided questions and prompts allow students to select underlined academic vocabulary to view or hear a definition. Students can also click on the audio button's light bulb to listen to instructions, math problem questions, or hints.

The materials in the Help Center provide opportunities for students to develop academic mathematical language by using visuals, manipulatives, or other language development strategies. In grade 2, students have the opportunity to interact with place value blocks on the digital platform to build numbers up to 1,200. The platform provides clickable definitions and audio support for key vocabulary terms such as *place value, expanded form,* and *digit*.

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 in the Math Practice Program include guidance to scaffold and support students' use of academic mathematical vocabulary in context. For example, when students face a challenge, the materials support them by administering scaffolding into skills and subskills. The materials provide guidance by offering different types of videos that vary by question, which include conceptual, walkthrough, and skill-based videos.

The 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, the "Peer-to-Peer Math Supports" resource 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.

The materials include embedded educator guidance to extend students' use of academic vocabulary in context when communicating with peers and educators. For example, inquiry-based lessons provide the opportunity for groups to present their solutions for the day. Each group selects a spokesperson. After each group has presented, there is a class discussion. Students use 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.

The inquiry-based lessons in the Math tab include embedded guidance to facilitate mathematical conversations, allowing students to hear, refine, and use mathematical language with peers. For example, the materials allow student groups to present their solutions for the day. Each group selects a spokesperson. After each group has presented, there is a class discussion. Students use 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 a "Peer-to-Peer Math Support" resource, which is located within the Help Center. This resource provides embedded guidance to facilitate mathematical conversations with peers using mathematical language. For example, students in all grades can see the names of up to three random students in their class who have already mastered the standard they are working on. Students can also request an opportunity for a mathematical conversation.

The Math Practice Program includes embedded guidance to support students' application of mathematical language and academic vocabulary in discourse. For example, "Depth of Knowledge" lessons provide students with the opportunity to practice higher-order thinking questions collaboratively with others.

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

The materials in the "Inquiry-Based Lessons" slides include embedded guidance to facilitate mathematical conversations, allowing students to hear, refine, and use math language with peers. For example, inquiry-based lessons include reflection questions that allow students to use academic vocabulary in context. These lessons allow groups to present their solutions for the day. Each group selects a spokesperson. After each group has presented, there is a class discussion. Students use 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 Help Center article "What Instructional Supports Are Offered Within the Math Practice Program?" includes embedded guidance to facilitate mathematical conversations, allowing students to hear math language with peers. For example, when students get a question wrong, the materials automatically present them with a mix of guided practice examples, hints, and/or videos.

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.

The Student Dashboard materials include embedded guidance to anticipate a variety of student answers, including exemplar responses to questions and tasks. The materials also include guidance to support and/or redirect inaccurate student responses. For example, the Student Dashboard includes an *Enséñame* (Teach/Show Me) button. When students select this button, the materials direct them to a guided question that resembles the question they were originally working on. Once the student answers this guided question correctly, they are directed back to their original question.

The materials in 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. The materials also include guidance to support and/or redirect inaccurate student responses. For example, the materials offer conceptual, walkthrough, and skill-based videos based on the question asked. However, according to the *Freckle for Math (Spanish)* materials, "Math videos will not be available for students whose assigned language is Spanish."

The Student App includes "Target Practice" materials, which provide embedded guidance to anticipate a variety of student answers, including exemplar responses and supportive guidance for redirecting student responses. For example, if a student has assessed lower than a selected skill or has struggled with recent practice related to this skill, the materials may recommend that teachers differentiate an assignment for such a student 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	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.

The TEKS process standards are integrated appropriately into the materials. For example, the Help Center includes a "Depth of Knowledge Challenges" resource, which includes 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 in the "Standards" section of the Math tab appropriately integrate the TEKS process standards by addressing all of the major foundational math standards and skills for grades K–9. The *Freckle for Math (Spanish)* materials include a standards list that offers detailed information and resources for each standard. The materials group the standards and their corresponding skills into larger topics called "domains." Teachers can assign targeted practice either at the standard level or at the level of a specific skill.

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

The 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.

The 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.

The 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.

The materials in the Help Center (specifically the "Math Practice Program—Depth of Knowledge" article) offer students meaningful opportunities to engage in mathematical thinking, persevere through solving problems, and develop a deeper understanding of math concepts. For instance, students interact with open-ended questions that require reasoning and justification, tackle multistep 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.

The "Inquiry-Based Lessons" section of the Math tab includes materials that 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. Each group selects a spokesperson to share the group's approach. A class discussion follows these presentations. Students use sentence stems such as the following: "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?" in the "Help Articles" section. 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.

The "Inquiry-Based Lessons" section of the Math tab includes materials that are intentionally designed to help students make sense of mathematics through multiple opportunities to do, write about, and discuss math with peers and/or educators. For instance, on Day 3 of an inquiry-based lesson titled "Working for an Animal Science Magazine," the lesson objective states the following: "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 Help Center includes an article titled "What's in Each Inquiry-Based Lesson?" This article outlines how the materials support students in making sense of mathematics through multiple opportunities to actively do, write about, and discuss math with peers and educators. For example, during the "Present, Explain, and 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 that the lesson explores and their own thought processes.

6.2 Facilitating Productive Struggle

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

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

The "Inquiry-Based Lessons" section of the Math tab includes materials designed to help educators facilitate student discussions that center around problem-solving strategies, explanations, and mathematical reasoning. For instance, each inquiry-based lesson includes an opportunity for student groups to present their solutions. A designated spokesperson from each group shares their team's approach. The "Group Spokesperson Presents Solution" section of the "Inquiry-Based Lessons" slideshow prompts students to explain their thinking and respond to peer strategies. Such discussions provide opportunities for students to share explanations, make arguments, and justify their solutions in a collaborative setting.

The Help Center offers an article titled "How Are Math Practice Questions Selected for Students?" This article provides opportunities for teachers to support students in sharing and reflecting on their problem-solving strategies, including their explanations, reasoning, and justifications. Prompts such as "What did you do best during today's inquiry?" and "If you could start over, what would you do differently?" help students explain and justify their approaches while considering alternative strategies. 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 materials reinforce previously mastered topics and gradually work 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 Student Dashboard includes adaptive materials that provide explanatory feedback tailored to student responses and common misconceptions. The materials provide hints and clues to support student learning, as well as instructional videos in English. When the dashboard is set to Spanish, students continue to receive hints. For example, students can click on a light bulb for hints, a question mark for guided practice, or a video camera for skill videos. These tools provide feedback based on student responses and anticipated misconceptions, helping students approach mistakes as learning opportunities.

The materials include prompts to support educators in delivering explanatory feedback based on student responses and anticipated misconceptions. For example, in the Help Center's "Guided Practice" section, a

worked example appears on the screen, and students are encouraged to engage with each step by responding to quick, targeted questions. This work promotes students' active thinking and deeper understanding, reinforcing the reasoning behind each strategy.