Renaissance Learning, Inc.

Supplemental Spanish Mathematics, K

Freckle for Math Spanish, Kindergarten

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

Rating Overview

TEKS SCORE	TEKS SUBMISSION (COUNT)	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
55.56%	117	40	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	19 out of 33	58%
4. Depth and Coherence of Key Concepts	16 out of 16	100%
5. Balance of Conceptual and Procedural Understanding	27 out of 38	71%
6. Productive Struggle	9 out of 19	47%

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	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) and concepts covered and offering a rationale for adaptive learning paths within the same grade level. The Freckle Teacher Dashboard includes a Standards tab where 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 under the Math Usage Recommendations. For example, grade K usage recommendations are 10 minutes per day, two times per week at a minimum. The materials provide program usage recommendations for adapting to meet student needs in various contexts. The Math Usage Recommendations are mastery practice lists that describe each of the following: Adaptive Math Pathway, Targeted Math Practice, and Focus Skills Practice.

Materials include a math adaptive practice pathway document called "Research Foundation for Freckle," which further explains how to "support student learning and teacher instruction," suggesting that it "facilitates small group rotations." Materials provide implementation ideas and delivery methods for utilizing the program in various contexts, such as differentiated practice, homework, stations, and interventions, among others.

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 offers resources for instructional leaders to assist educators with implementing the program as intended, which are available through the Help Center. For instance, the materials 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.

Freckle provides resources for instructional leaders to support educators in implementing the materials as designed. For example, within the Help Center's Administrator Dashboard, Freckle 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 provide TEKS-aligned Benchmark Assessments that adapt to student progress. These assessments enable educators to measure student understanding at various levels by adjusting tasks in real time and offering targeted support or enrichment based on individual performance. Freckle for Math (Spanish) is designed to be adaptive. When a Math Topic (TEKS) is selected, educators have access to detailed lesson overviews that include clearly defined learning objectives. For kindergarten, the recommended usage is a minimum of 10 minutes per day, two times per week.

The materials provide responsive learning objectives; for example, the learning objectives in this product are displayed as focus skills with a domain-based platform and with specific learning standards.

The materials provide lesson components with suggested time frames, differentiated by grade level bands—for example, grades K–2 and grades 3–12 have distinct time recommendations tailored to each group. Teachers can assess student progress on specific standards to monitor 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).

Materials include an English "Family Letter," which introduces them to the program and provides login instructions. The "Family Letter," however, 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	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 an article titled "Research Foundation for Freckle: Content Area Characteristics," 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 K. 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 is able to do so 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 checking a box.

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 found in the Help Center provide a variety of formative assessments with TEKS-aligned tasks or questions, including interactive item types with varying complexity levels. For example, Freckle Math Practice (whether Adaptive Practice, Targeted Practice, or a Benchmark Assessment) aims to provide students with diverse question types. For instance, the question types include multiple-choice questions that ask students to pick one correct answer, as well as multiple-answer questions with one or more correct answers for grade K–3 levels only. For grades 2–3 the question types include multiple-choice questions, multiple-answer questions, and open-ended questions that require students to actually type their answer into a text box, along with drag-and-drop questions that require students to drag answer choices to the correct location.

Materials found in the Help Center provide a variety of formative assessments with TEKS-aligned tasks or questions, including interactive item types with varying complexity levels. For example, when students struggle with a topic, the program will automatically remediate and use an adaptive algorithm, where the standard breakdowns work through the material that supports understanding of the student's struggle. If the student continues to struggle, the program will reinforce topics he or she has previously mastered and gradually work toward mastery. The program also automatically reviews concepts the student

struggled with in the past and helps the student work toward remediating the struggle and achieving mastery.

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 are able to interpret student performance through color-coded, leveled mastery skill scores.

Materials on the Home Page under the Math tab provide the educator with instructional assessments, including scoring information and guidance for interpreting student performance, with rationale for each correct and incorrect response. For example, 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 within 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, and then they 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 materials.

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 the "Performance by Topic" reports 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 pretests 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 or 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 Help tab under the article "Using Freckle for Enrichment" include extension activities for students who have demonstrated proficiency in grade-level and above-grade-level content and skills. The article provides some ideas for maintaining engagement among advanced learners.

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 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 in 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 in the Help tab under Math Practice Program Content provide educators with guidance on offering support and options for students to demonstrate their understanding of math concepts in various ways. The materials encourage teachers 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 in the Math Practices Program provide explicit prompts and guidance to support educators in building prior knowledge, identifying big ideas, highlighting key information, and connecting important patterns and relationships through multiple representations; for example, the product places students at the appropriate level within a domain by having them complete a pretest and using their scores to determine their starting point.

Materials in the Math tab under Guided Practice support educators in building student knowledge by activating prior knowledge, anchoring big ideas, and highlighting and connecting key patterns, features, and relationships through multiple means of representation. The product facilitates this by offering adaptive math practice problems that include remediation supports, which students can use as needed. This approach enables students to progress to more advanced concepts as they demonstrate success. Additionally, Guided Practice engages students with step-by-step examples that help them solve problems similar to those they find challenging, fostering deeper understanding and skill development.

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 in the Help Articles. *Freckle for Math* 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 program offers recommendations to help teachers differentiate assignments based on individual student needs.

Materials on the Home Page under the Help Center support teachers by providing guidance 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 an 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 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 on the Home Page under the Help Articles tab include enrichment and extension methods, along with guidance to support educators in effective implementation. In the Math tab under Content, in the "Extended Thinking" section, the materials list DOK activities for students in grades K–8. These lessons are assigned and completed digitally. Guidance for implementing these lessons is provided in the help article titled "Depth of Knowledge (DOK) Challenges." Additionally, the DOK activities can be toggled between English and Spanish, depending on the student's language settings.

Materials on the Home Page under the Help Articles tab include enrichment and extension methods that support various forms of student engagement, along with supportive educator guidance for effective implementation. Within the "Adaptive Math Practice" section, struggling students have the opportunity to practice at their level within the specific domain the class is working on, while advanced students can be challenged with practice above their grade level.

Materials on the Home Page under the Math tab include enrichment and extension methods that support various forms of student engagement and provide supportive educator guidance for effective implementation. For example, the Math Focus Skills Practice supports struggling students by targeting their most critical learning gaps across all skill areas while also offering advanced students opportunities to review and cement the most important grade-level materials.

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

Materials in the Teacher Home Guide within the Help Articles offer guidance to support educators in providing timely feedback during lesson delivery. For instance, the program 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 determine whether each standard needs a whole-group reteach (most students fall under 50 percent mastery) or a small-group reteach (a small group of students fall under 50 percent mastery).

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, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse for this grade.	0/8
3.3e	This guidance is not applicable to the program.	N/A
—	**TOTAL**	0/9

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, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse for this grade.

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" section, 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.

Freckle for Math offers 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. The Extended Thinking material provides enrichment and extension activities that increase in rigor and complexity. Teachers can assign a specific standard to all students or specific students and extend learning through depth of knowledge. For example, in Targeted Practice for Topic K.6.A, "Identify a 2-D Shape," grade K students are exposed to two-dimensional shapes that are above grade level.

Materials include enrichment and extension materials, which increase in rigor and complexity, leading to grade-level and above-grade-level proficiency in the mathematics TEKS. For example, under the Extended

Thinking tab, the materials include DOK activities, which can be assigned to grades K–8. Under the Depth of Knowledge tab, "Teachers assign a set of higher-level thinking questions for a specific standard to help students master concepts."

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 the Student Home Page under Assignments, materials demonstrate coherence across concepts horizontally within the grade level by connecting patterns, big ideas, and relationships. For example, in grade K, Target Practice K.6.A, "Identify a 2-D Shape" leads to K.6.C, "Face Shapes of 3-D Objects." Students can complete the tasks by demonstrating a stronger foundation of two-dimensional shapes.

Under the Math Content tab, the materials demonstrate coherence across concepts horizontally within the grade level. For example, students can work on early math practices to build upon 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.

Materials under the Reports tab, specifically in "Performance by Topic," include features that allow teachers to assign targeted practice focused on specific skills and prerequisite knowledge. Additionally, the product enables teachers to assign instructional videos to further support student 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.

Materials on the Student Home Page under Assignments: Shapes demonstrate vertical coherence across concepts and grade bands by connecting patterns, big ideas, and relationships to grades K–6. The activities intentionally set the stage for future topics; for example, a kindergarten activity on two-dimensional shapes asks students to identify triangles while also exposing them to hexagons and pentagons, shapes that are introduced in later grades.

In the Math Content tab, under Focus Skills Practice, the materials demonstrate coherence vertically across concepts with connections to 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.

When looking at the Student Home Page under Assignments, 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 within the activities set the stage for future topics. For example, a grade K activity on two-dimensional shapes includes hexagons and pentagons, which are not introduced within the grade level. The student is asked to identify triangles but is exposed to other shapes. 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 connection between prior knowledge, current lessons, and future skills enhances students' ability to understand and retain mathematical concepts.

Under the Math Content tab, the materials demonstrate grade-level math concepts and procedures. For example, in the target math practice, teachers can assign a specific standard for students to practice.

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 for 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.

Materials provide spaced retrieval opportunities with previously learned skills and concepts across learning pathways. Under the Freckle Home Page: Resources, the "Usage Recommendation" document 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.

Materials on the Freckle Home Page under the Math tab include recommendations for students' practice. These materials provide spaced retrieval opportunities with previously learned skills and concepts across learning pathways. Spaced retrieval supports 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.

Materials provide interleaved practice opportunities with previously learned skills and concepts across learning pathways. In the Freckle Home Page under Inquiry-Based Lessons, materials are provided with interleaved practice opportunities with previously learned skills and concepts across learning pathways; for example, students explore math standards and build critical thinking skills.

Freckle for Math materials provide interleaved practice opportunities with previously learned skills across learning pathways. In the Home Page, when looking through "Recommendations for Students Practicing in Math," interleaved practice enhances the students' problem-solving abilities and promotes flexible thinking as the 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 kindergarten, a DOK activity focused on composing and decomposing numbers up to 10 prompts students to select two numbers that compose the given number. Students are provided with a word problem and 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. Real-world problems are solved by students by making connections and transferring learning to new contexts. Opportunities to analyze and evaluate representations are provided to enhance students' critical thinking skills. These tasks enable 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 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 kindergarten, a Targeted Practice activity on addition up to 10 prompts students to solve problems involving adding or subtracting numbers using visuals. Students are presented with a word problem and a visual representation to support problem-solving. One such

question is, "Jason had 9 marbles on the floor. His mom tells him to put 6 away. How many marbles will be left to play with?," accompanied by a visual showing nine marbles, allowing the student to apply conceptual understanding and subtract six.

The Freckle Help Center, under the "How Does Freckle Fit into My Math Class?" page, provides questions and task opportunities for students to apply conceptual understanding to new problem situations and contexts. For example, the product offers independent practice modes for early learners, the opportunity to work on number basics to build number sense, and a math foundation for students to build their conceptual understanding of addition. Freckle also provides questions and task opportunities for students to apply conceptual understanding to new problem situations and contexts by providing inquiry-based lessons with cross-curricular activities that build 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 on the Student Home Page under the Math Content tab in the "Build the Basics" section include tasks designed to build student automaticity and fluency necessary for grade-level math. The activities consist of Fact Practice for students in grades K–8, intended to provide personalized fact fluency across all operations; Number Facts for grades K–2, offering basic arithmetic practice with audio and visual supports; and Number Basics for grades K–2, focused on early math skills such as counting and number recognition. These practice activities can be assigned by educators, except for Number Basics, which students can access by default on their dashboards.

Materials found on the Home Page in the Help Center include tasks designed to build student automaticity and fluency in completing grade-level mathematical tasks. For example, for grades K–2, the product provides adaptive activities in two math operations (addition and subtraction) to help students build math fact fluency and test their ability to recall basic facts quickly and accurately. Students are given opportunities to practice their math facts (addition and subtraction) twice daily. The product supports the development of automaticity by allowing students to focus more on critical thinking and problem solving within 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 in the Help Center provide opportunities for students to practice efficient, flexible, and accurate mathematical procedures throughout the learning pathways. For example, Freckle Math Practice (Adaptive Practice or Targeted Practice) offers students diverse question types, including multiple-choice and multiple-answer formats. The product also supports student learning by providing immediate feedback after each math fact response and showing correct solutions when answers are incorrect, promoting accuracy and flexibility in problem solving.

Materials on the Student Home Page allow students to represent specific numbers using various methods, such as drawing pictures, writing numerals, using 10-frames, or building with manipulatives. These diverse representations provide opportunities for students to practice applying efficient, flexible,

and accurate mathematical procedures throughout the learning pathways. Additionally, the Fact Practice component enables students to build math fact fluency by accurately and quickly recalling 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 Help Center provide evidence of 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 where students can 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, which supports the development of critical thinking and problem-solving skills.

Materials found on the Student Home Page allow students to assess accuracy through immediate feedback and structured practice. The Fact Practice component supports students in building math fact fluency by enabling them to accurately and quickly recall 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 under the Educator Academy guide educators to support students in selecting efficient approaches to solve math problems. One example within the product is the Smart Start 60-minute module courses, which include videos, checklists, and guides designed to connect every student with assignments and practice at the appropriate level. These courses utilize robust data to chart each student's path toward mastery. Additionally, the Adaptive Math Practice section offers remediation problems for students who are struggling and advances students to more challenging concepts as they demonstrate proficiency.

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 emphases of the TEKS are addressed.	0/2
5.3b	All criteria for guidance met.	3/3
5.3c	Materials lack supports for students in defining and explaining concrete models for 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 for 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 for 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 elements 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, utilizing 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, which are included within the *Freckle for Math* materials, to assist students in connecting, creating, defining, and explaining concrete and representational models of 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. Student support is provided 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. 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 for 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 during 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	Materials do not include embedded educator guidance to scaffold, support, and extend students' use of academic mathematical vocabulary in context when communicating with peers and educators.	0/2
5.4c	Materials do not include embedded guidance to support student application of appropriate mathematical language and academic vocabulary in discourse.	0/1
5.4d	Materials do not include embedded guidance to facilitate mathematical conversations, allowing students to hear, refine, and use math language with peers.	0/2
5.4e	All criteria for guidance met.	2/2
—	**TOTAL**	3/8

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 icon to listen to instructions or receive 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.

Materials do not include embedded educator guidance to scaffold, support, and extend students' use of academic mathematical vocabulary in context when communicating with peers and educators.

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

Materials do not include embedded guidance to support student application of appropriate mathematical language and academic vocabulary in discourse.

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

Materials do not include embedded guidance to facilitate mathematical conversations, allowing students to hear, refine, and use math language with peers.

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, as well as guidance to support and/or redirect inaccurate student responses. For example, when the student is on their dashboard, they can click 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, as well as guidance to support and/or redirect inaccurate student responses. For example, the product offers 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, the program 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" 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 Math tab under the "Standards" section appropriately integrate 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	Materials do not support students in explaining and justifying that there can be multiple ways to solve problems and complete tasks.	1/3
6.1c	Materials do not include multiple opportunities for students to write about and discuss math with peers and/or educators.	1/3
—	**TOTAL**	5/9

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 located in the Assignments tab under Depth of Knowledge help students recognize that there are multiple ways to approach and solve problems. For example, in the "Depth of Knowledge" section for standard K.2.I "Compose and decompose up to 10," students are given a word problem involving seashells and asked to find different combinations that make eight. They have the flexibility to choose the numbers they want to use, allowing them to explore different combinations that make eight without the added requirement of providing an explanation or justification.

Materials found in the Help Articles, specifically in the article titled "What Instructional Supports Are Offered Within the Math Practice Program?," provide students with valuable opportunities to explore various strategies for solving problems and completing tasks. For example, students have the

opportunity to select the question mark for guided practice, the light bulb for a hint, or the video camera to view an instructional video. However, students are not allowed to explain or justify their thinking.

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.

In kindergarten, students make sense of math through multiple opportunities in their adaptive pathway involving action with math. For example, in a task involving the TEKS K.2B, "Read and Write up to 20," students count how many slices of banana Hugo has chopped and then select the numeral that matches how many they counted. Another question requires students to select the correct way of writing the number 12, including answer choices with both numbers written backward, the correct number, and the number 21.

Digital materials for kindergarten only allow students to select answers. They lack writing or recording opportunities that would allow students to reflect on or discuss mathematical processes or problem-solving strategies with peers and/or educators. There are no tools for writing or recording their thoughts, so they cannot write about or talk through their math thinking or how they problem-solve.

Students are given the opportunity to do math with peers when they miss a problem in the adaptive pathway. They are told to "ask a friend" who got it correct for help; however, there is no guidance or prompt for students when discussing math. The opportunities are also not consistent since they are dependent on student success in the pathway.

6.2 Facilitating Productive Struggle

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.2a	Materials do not support educators in guiding students to share and reflect on their problem-solving approaches, including explanations, arguments, and justifications.	0/6
6.2b	All criteria for guidance met.	4/4
—	**TOTAL**	4/10

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

Materials do not provide a program that automatically generates follow-up questions based on student responses, nor do they ask students to justify their answers or consider alternative methods.

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

In kindergarten, the digital platform provides built-in instructional supports during adaptive and targeted math practice. If students answer questions incorrectly, they receive guided examples, hints, or videos to help them with conceptual understanding. Students can also click icons for additional support, such as a question mark, a light bulb for hints, and a video camera for videos. The adaptive pathway provides students with explanatory, step-by-step guidance on how to answer equations correctly. Educators can assign material for students based on their progress in the pathway.

Students must click the From My Teacher tab to access these targeted lessons.

Guidance is provided through videos and a "teach me" button for students when completing tasks on the adaptive pathway. For example, when comparing numbers up to 20, students can click on the "teach me" button, which guides them first to count a group of dots, then count a different group of dots, and finally compare the two groups of dots using *more than* and *less than* vocabulary.