IXL Learning, Inc.

Supplemental English Mathematics, 2

IXL Math Grade 2

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	**9781947569355**	**Digital**	**Adaptive**

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	127	12	Flags Addressed	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	13 out of 21	62%
2. Progress Monitoring	18 out of 23	78%
3. Supports for All Learners	29 out of 37	78%
4. Depth and Coherence of Key Concepts	16 out of 16	100%
5. Balance of Conceptual and Procedural Understanding	33 out of 38	87%
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	2	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	4
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	Materials do not include English Language Proficiency Standards (ELPS) in the alignment guide with a rationale for learning paths across grade levels (vertical alignment), and within the same grade level (horizontal alignment).	2/5
1.1b	All criteria for guidance met.	3/3
1.1c	All criteria for guidance met.	2/2
1.1d	Materials do not include guidance for unit internalization.	1/2
1.1e	All criteria for guidance met.	2/2
—	**TOTAL**	10/14

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

The materials do not include a rationale for learning paths across grade levels (vertical alignment) and within the same grade level (horizontal alignment). The platform organizes content by topic and grade level. Within each strand, such as addition and subtraction, or geometry, the program shows how skills progress across grade levels, supporting current and future learning.

The materials do not include the ELPS in the alignment documents.

The Skill Plan lists each grade 2 TEKS alongside its corresponding IXL skill, ensuring direct alignment to required state standards. Educators can access this through the Skills Page, organized by grade and standard.

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 "Weekly Plans" and "Implementation Guides" provide structured lesson planning tools and instructional guidance for whole group, small group, and independent learning. These plans include pacing and grouping suggestions, and adjust based on skill strands or focus areas. Teachers also receive differentiation strategies and homework extensions to meet diverse student needs.

The "Implementation Guides" and "Diagnostic Action Plans" help educators tailor instruction using student performance data and TEKS-aligned skill groupings. Recommendations include using NWEA MAP results to assign targeted IXL Skills, tiered practice suggestions, and skill pairings for enrichment and reteaching. Personalized Learning Paths based on diagnostic data further support differentiation.

The Learning Hub offers planning templates, video walkthroughs, and strategies in the Classroom Strategies section to help educators adapt lessons. It also provides visual examples and targeted guidance for intervention and advanced learning.

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

The Diagnostic Hub provides a detailed view of student proficiency and generates Personalized Diagnostic Action Plans aligned to each student's level. These plans, accessible through the Teacher Dashboard, link directly to TEKS-aligned skills and offer differentiated entry points using the Skill Plan.

The platform groups students by proficiency level and recommends targeted skills for small group instruction, intervention, or enrichment. Teachers can use features like Strand Analysis to identify performance gaps—such as in Number and Operations—and assign aligned skills to address specific needs.

The Skill Plan maps diagnostic results to TEKS by unit and standard, helping educators identify appropriate entry points and plan instruction that aligns with student readiness. This TEKS correlation supports targeted, data-driven instruction across all proficiency levels.

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

The materials do not include guidance for unit internalization; however, instructional planning tools, such as pacing calendars, data reports, and visual skill pathways, support lesson internalization and appear throughout the Learning Hub and "Implementation Guides."

The Learning Hub provides access to printable Lesson Plans that include TEKS-aligned objectives, step-by-step instructions, and links to interactive practice. For instance, the "Break apart one number to subtract” outlines a direct teaching model followed by guided and independent practice.

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

The Learning Hub and Help Center provide user guides, onboarding resources, and step-by-step visuals to support district and campus implementation. The Getting Started section includes tools like the

Administrator Quick Start Guide, implementation calendars, and class setup walkthroughs with embedded links and training modules.

The Diagnostic Hub offers strategy guides, video tutorials, and dashboards to support data-driven decision-making at the classroom, campus, and district levels. Instructional leaders can use real-time proficiency reports and visualization tools to monitor progress and identify trends.

The "Implementation Guides" and Learning Hub contain downloadable resources, coaching tips, and pacing tools to strengthen instructional leadership. These supports help leaders use diagnostic data to guide instruction and provide ongoing professional development.

1.2 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	This guidance is not applicable to the program.	N/A
1.2b	Materials do not include ELPS in the learning objectives or the assessment resources.	1/5
1.2c	All criteria for guidance met.	2/2
—	**TOTAL**	3/7

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

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

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

The materials do not include assessment resources that are aligned with the ELPS.

The platform includes customizable lesson plans that teachers build by selecting TEKS-aligned skills through the Skill Plan, available in the Learning Hub and Teacher Dashboard. For example, educators can use the plan to assign Skill GLX "Add two-digit numbers with regrouping—sums to 100," which aligns to TEK 2.4B and includes practice for solving one and multi-step problems using place value strategies.

Diagnostic assessments generate skill recommendations based on student proficiency to guide instruction and reinforce TEKS-aligned goals. Through the Diagnostic Hub, teachers can access Personalized Diagnostic Action Plans and the Recommendations Wall, which provides next-step skills and suggests targeted practice based on recent activity.

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

IXL offers parent handouts and video tutorials in both English and Spanish, along with printable login directions and resources accessible through the Help Center and Learning Hub.

IXL provides family resources in English and Spanish, including printable guides explaining how to log in, supporting learning, and encouraging practice at home. These materials are available in the Help Center and the For Families section of the Learning Hub, which also offers getting-started guides, skill plan, and printable activities. Families can access tools like the "IXL Family Letter" with login tips and progress-tracking guidance.

Most family-facing resources are primarily in English, with limited materials available in Spanish. For example, parents can watch a short video on navigating the student dashboard and using recommendations and diagnostics to monitor progress.

2. Progress Monitoring

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

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	All criteria for guidance met.	2/2
2.1b	All criteria for guidance met.	2/2
2.1c	Materials do not include accommodations, including text-to-speech, content and language supports, and calculators that educators can enable or disable to support individual students.	1/4
2.1d	All criteria for guidance met.	4/4
2.1e	All criteria for guidance met.	4/4
—	**TOTAL**	13/16

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

The "Implementation Guide for Diagnostic Assessment" defines diagnostic assessment as a tool that provides baseline data on student skill levels to support instructional planning. The Flex Diagnostic Overview further explains its use for identifying skill levels, monitoring progress, personalizing learning paths, and informing instruction.

The materials clearly outline the purpose of instructional assessments, emphasizing their role in targeting instruction, tracking growth over time, and supporting data-driven decision-making through adaptive learning tools.

The "Implementation Guide for Diagnostic Assessment" details multiple assessment types—including Live Assessment, Unit Assessment, IEP Progress Monitoring, and the “i-Ready” Diagnostic Assessment—along with guidance on using each to plan lessons, monitor progress, and adjust instruction to meet student needs.

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

The materials include guidance to ensure consistent administration of instructional assessments. For example, the *Real-Time Diagnostic Guide* recommends selecting two administration dates, scheduling 20–25 minute sessions, and guiding students to complete 10–15 questions weekly to maintain consistent data collection.

The materials include guidance to ensure the accurate administration of instructional assessments. For example, the *Real-Time Diagnostic Guide* specifies that the initial diagnostic requires approximately 45 minutes and outlines expectations for student participation to support accurate and valid assessment results.

The materials include step-by-step guidance for teachers and students administering Real-Time Diagnostic and Flex Diagnostic assessments. For example, the *IXL Flex Diagnostic Real-Time Mode Guide* provides student-facing instructions to support accurate participation, while teacher resources include routines, accountability practices, and follow-up procedures.

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.

Materials do not include accommodations, including text-to-speech, content and language supports, and calculators that educators can enable or disable to support individual students. Audio supports are automatically turned on for grades kindergarten through grade 2 and cannot be disabled for individual students. While the materials do include the ability to turn on translation for students, this does not meet the definition for content and language supports, examples of which include pop-ups and rollovers.

The materials do not include calculators that can be enabled or disabled for individual students or content and language supports. While translation is available for students, this is not considered content and language support.

The materials include the ability to print some assessments. Teachers can print assigned quizzes by selecting Print Quiz from the Quizzes tab menu and can print teacher-created quizzes. However, the program notes that some interactive question types may not translate well to print. The diagnostic assessment is adaptive and cannot be printed.

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

Materials include diagnostic assessments with TEKS-aligned tasks or questions, including interactive item types with varying complexity levels. Questions ask students to calculate, compare, and justify through single and multi-step problems.

The *Diagnostic Hub Student Guide* explains how the diagnostic assesses student knowledge through varying complexity levels and a progression of skills ranging from basic recall to multi-step reasoning and supports personalized learning paths. While evidence of complexity is implicit in the questions, questions are not explicitly labeled by complexity level. Additionally, all students may not have access to varying levels of complexity, as the materials are adaptive and become more complex the more successful the student is.

The materials include diagnostic assessments with more than two interactive item types, including, but not limited to, multi-select, drag and drop, and text entry, along with multiple-choice questions.

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

The materials include a variety of formative assessments with TEKS-aligned tasks or questions that feature varying levels of complexity; e.g., the grade 2 lesson "Break apart both addends and regroup" moves from modeling with place value blocks to sketching regrouping strategies and explaining reasoning through peer discussion, while Skills tasks scaffold in complexity and adapt based on student responses.

The materials include formative Live Assessments, with more than two unique interactive item types. Depending on the skill, students engage with multiple-choice selection, text entry, drag-and-drop, graphing, and number line tasks.

The materials support ongoing formative assessment through adaptive skill checks and Live Assessment, which continuously adjust question complexity based on student responses and provide real-time data on proficiency and learning needs aligned to the TEKS.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	Materials do not include a rationale 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 materials do not provide a rationale for each correct and incorrect answer. While IXL provides detailed scoring information, student performance reports, and recommendations through tools like the Flex Diagnostic Overview and Student Quiz Results, the program lacks rationales for correct and incorrect responses within assessments. Adaptive practice offers immediate explanations for errors; this feature is not integrated into assessment tools designed to track or evaluate learning progress.

Teachers have access to individual and class-level scoring data through the Diagnostic Hub, which helps guide instruction. The system offers visual dashboards and progress breakdowns for targeted support, including individualized skill plan and quiz summaries that highlight student averages and performance trends.

During skill practice, IXL provides step-by-step justifications for incorrect responses, helping students address misconceptions in real time. However, these justifications are not embedded within formal instructional assessments or available for correct answers, limiting their utility for data-driven planning and progress monitoring within the assessment system.

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

The materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. The Skills Practiced feature allows educators to view student progress by skill, including mastery levels and specific "Trouble Spots." Teachers can filter data by TEKS or skill plan and click on student names to see individual responses, enabling targeted reteaching. For example, hovering over Skills Progress reveals how many students are in each performance category, and Trouble Spots identifies students needing support for each skill.

IXL provides structured suggestions to respond to assessment trends, including targeted tasks and follow-up skill practice tied to student performance data. For example, Trouble Spots and Diagnostic Action Plans recommend next-step skills for students demonstrating difficulty, supporting responsive instructional planning.

The Flex Diagnostic Overview tab provides teachers with a detailed breakdown of student performance. It categorizes assessment questions into seven key areas: fractions, numbers and operations, algebraic thinking, geometry, measurement, statistics, and data analysis. Teachers receive recommendations for intervention support or advanced skills practice for each category. For instance, if a student scores low in the measurement section, teachers can assign remedial practice or utilize recommended instructional strategies for small-group intervention.

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 materials include tools that allow teachers to track student progress and growth through Teacher Dashboard, Analytics, and Assessments. These tools provide real-time data on individual and class trends, including skill proficiency, diagnostic performance, and areas of struggle. For example, teachers can view which students have mastered, are practicing, or have not yet attempted specific skills, and monitor progress over time to guide instructional decisions.

Students can track their own progress and growth through the Student Dashboard and Action Plan, which display personalized recommendations and track skill proficiency. These tools promote student ownership by showing what students know, what they are ready to learn next, and progress made across skills and strands. For example, students can view teacher-assigned and program-generated skill suggestions as well as awards earned for their weekly achievements.

The program includes printable and digital tools, such as diagnostic tracking worksheets, to further support student reflection and goal setting. These features reinforce both short-term and long-term progress monitoring, enabling students and educators to stay aligned on growth goals throughout the year.

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 materials provide real-time feedback after each question, enabling frequent checks for understanding as students work through skills. The program adjusts instruction based on student responses, offering new recommendations and personalized tasks aligned to performance. For example, the Recommendation Wall updates dynamically with notes like Try Something New or Because you Excelled, prompting next steps based on student progress.

After each item, students receive instant feedback, reinforced correct answers, and incorrect responses trigger step-by-step explanations or linked video reviews. These checks occur at every interaction, supporting error correction and reinforcing conceptual understanding. For example, in Skill Practice, students who answer incorrectly are shown how they answered and how to solve the problem correctly.

Teachers access features like Live Classroom and Quick Quizzes to check progress throughout lessons. These tools provide live updates and highlight students who are struggling, idle, or approaching mastery. For example, the Live Classroom view flags student status with color-coded tiles, so teachers can respond immediately with support or encouragement.

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 explicit educator guidance for unfamiliar references in the text.	3/4
3.1c	All criteria for guidance met.	2/2
3.1d	Materials do not include accommodations, including text-to-speech, content and language supports, and calculators that educators can enable or disable to support individual students.	0/3
3.1e	All criteria for guidance met.	2/2
—	**TOTAL**	8/12

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

The materials provide teachers with clear instructional guidance to support students not yet meeting grade-level expectations. For example, grade 2 lesson plans include Tips for Support that suggest using visual aids, such as place value charts or manipulatives, and differentiated approaches, like encouraging students to write equations to match their understanding.

Real-Time Diagnostic and Skill Recommendations offer specific, actionable next steps for educators. For example, when a student struggles with "Subtract two-digit numbers - with regrouping," the materials recommend a prerequisite review skill such as "Use models to subtract two-digit numbers- with regrouping" and presents these in a progression from concrete to abstract, giving educators a clear instructional path.

Live Classroom and Diagnostic Action Plans allow educators to personalize support based on real-time data. Teachers receive immediate insights into individual student performance and access embedded suggestions for targeted small-group instruction, intervention tasks, and scaffolded lessons aligned with specific TEKS and readiness levels.

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 explicit educator guidance on pre-teaching supports for unfamiliar references in text. For example, the IXL mini video Empower Independent Learning explains what the program does automatically, but it does not provide explicit educator guidance.

Lessons include optional embedded supports like Learn More tabs with definitions and examples (e.g., equal and unequal parts), and visual aids to clarify concepts. Students can also click the "lightbulb" icon for a worked example or watch a learning video before beginning skill practice, reinforcing understanding of key terms and procedures. The IXL mini video Get More out of Learn with Example provides educator guidance on this feature.

Materials provide educator guidance on integrated language supports. Language Tips in math lessons provide sentence stems to guide oral and written responses.

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 materials include explicit educator guidance for enrichment and extension through sidebar notes and lesson suggestions that deepen conceptual understanding. For example, in the lesson Ways to Make Halves, Thirds, and Fourths, an extension idea challenges students to cut and rearrange shapes to explore multiple ways to make fourths and explain how they are equivalent.

The materials guide teachers in encouraging enrichment by providing clear benchmarks and instructional suggestions. For example, teachers are directed to prompt students who demonstrate proficiency (SmartScore of 80) to "strive for mastery" (SmartScore of 100) for an additional challenge or extra credit.

The materials provide teachers with adaptive recommendations and next steps to support students who are ready for more advanced content. For example, when students demonstrate mastery of a skill, the program suggests to teachers more rigorous or above-grade-level skills, enabling them to assign targeted extension tasks that build on student strengths.

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 accommodations, including text-to-speech, content and language supports, and calculators that educators can enable or disable to support individual students.

Text-to-speech, including diagnostic items, is automatically available across K–2 math skills. Students can click a speaker icon to hear directions, questions, and answers read aloud, but this cannot be enabled or disabled by the educator for individual students.

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 materials include educator guidance on offering options for students to demonstrate understanding in different ways, such as using sketches, manipulatives, or verbal explanations. For example, in the lesson Add Four Numbers, teachers are guided to have students discuss their thinking, break apart numbers, and create visual models to show their process.

The materials provide support to help students demonstrate mathematical understanding through multiple modalities, including visuals, audio, and interactive features. For example, the platform offers sentence stems, number lines, and diagrams to help students express mathematical reasoning.

The materials guide educators to select or assign activities based on individual student needs, encouraging varied forms of representation. For example, teachers can choose skills that allow students to show understanding by labeling comparisons, solving word problems, or arranging numbers in order, depending on their strengths and learning preferences.

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 materials include explicit prompts to activate prior knowledge and anchor big ideas through warm-ups and introductory videos. For example, in the lesson Arrays, the warm-up asks students to write a repeated addition equation to match a story problem and picture before introducing the concept of arrays.

Educator-facing materials highlight and connect key patterns and relationships through multiple means of representation, including visual models and thematic skill progressions. For example, the video in the skill Comparing numbers up to 100 reviews strategies for comparing values, using visuals to support understanding before practice begins.

The program provides structured guidance through features like the Recommendation Wall and Skill Plan, which situate new content within broader mathematical concepts, helping educators connect current learning to foundational and future ideas. For example, the Skill Plan organizes lessons around big ideas like number sense and operations, and adaptive pathways include embedded teacher supports that highlight conceptual patterns and features.

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 materials include multi-tiered intervention methods across various practice types, including guided, independent, and collaborative formats. For example, students can work independently on skills, receive

immediate corrective feedback and mini-reteach support, or participate in teacher-facilitated collaborative sessions such as "Group Jam."

The materials support flexible instructional structures through multi-tiered intervention methods in whole-class, small-group, and individual settings. For example, teachers use Real-Time Diagnostic and Analytics tools to identify learning gaps and organize targeted small-group or one-on-one instruction.

Educator-facing tools provide clear guidance to support the effective implementation of intervention methods. For example, the "Implementation Guide for Live Assessment" outlines how to plan and deliver lessons while using real-time progress monitoring to offer just-in-time interventions and adjust instruction based on student needs.

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

The materials include enrichment and extension methods that support various forms of engagement. For example, as students progress through scaffolded skills and reach Challenge Zones, IXL offers automatic extension activities. Students can also explore interactive games, videos, and skill activities tailored to their level on the Student Dashboard.

The materials provide adaptive learning opportunities that promote deeper engagement and personalized learning. For example, the Real-Time Diagnostic and Recommendations Wall guides students toward acceleration when they demonstrate readiness, supporting both enrichment and challenge.

Educator-facing guidance supports the effective implementation of enrichment and extension methods. For example, the "Implementation Guide for Personalized Practice" helps teachers determine when students are ready for enrichment, what resources to use, and how to support students with differentiated instruction and deeper learning tasks.

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

The materials include prompts to support educators in providing timely feedback during lesson delivery. For example, during a Group Jam, educators receive built-in prompts to explain answers, adjust difficulty, and decide how to proceed with the class or small groups based on student responses.

The materials include tools that allow educators to monitor progress and respond with immediate feedback in real time. For example, the Live Classroom feature displays student responses, pace, and accuracy, enabling educators to intervene as needed with verbal or written support.

Educator-facing guidance supports effective use of real-time data to deliver targeted feedback. For example, teachers use the Recommendations Wall and Analytics tools to quickly identify misconceptions

or learning needs, allowing them to pause instruction and provide timely, personalized feedback that reinforces concepts.

3.3 Support for Emergent Bilingual Students

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	This guidance is not applicable to the program.	N/A
3.3b	Materials do not include embedded linguistic accommodations for more than two levels of language proficiency.	2/4
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 making cross-linguistic connections through written discourse.	7/8
3.3e	This guidance is not applicable to the program.	N/A
—	**TOTAL**	9/13

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

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

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

The materials do not include adaptive scaffolds to advance students through multiple ELPs proficiency levels, though some lessons include educator guidance for language development. For example, the Draw and describe 2D shapes. This lesson recommends using an anchor chart and gestures to help students understand the vocabulary terms such as angle, vertex, side, square corner, and equal sides. The materials provide embedded linguistic accommodations primarily aligned to Beginning and Intermediate English proficiency levels, such as text-to-speech, translation tools, and sentence stems paired with visuals. These supports help students access content and build foundational academic

language. However, the materials do not include features that promote advanced language use across multiple ELPS levels, such as complex sentence structures, evolving scaffolds, or peer discourse routines.

The materials include embedded audio and visual supports that help Beginning and Intermediate English learners access academic language and content. These include on-demand read-aloud, translated instructions, picture cues, and structured sentence stems. For example, students working with a prompt like "What shape is this?" alongside a visual of a hexagon are supported in using academic vocabulary through a sentence stem such as "This is a . . ."

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 effectively using the materials in state-approved bilingual or ESL programs. There is no section of the "Teacher's User Guide" or Learning Hub that offers strategies or routines tailored to the structure or requirements of bilingual/ESL instructional models. For example, the material does not include instructional guidance for pairing language objectives with math goals or co-teaching models common in dual language settings.

The materials do not include supports that help educators adapt content for emergent bilingual students across different program models. There are no embedded recommendations for grouping, pacing, or instructional strategies specific to transitional bilingual education, dual language immersion, or ESL pull-out services. For example, the "Implementation Guides" do not reference bilingual education models or include adaptations aligned to Texas bilingual/ESL program design.

The materials do not provide bilingual or ESL-specific educator supports, such as scaffolded lesson guidance, language allocation strategies, or cross-linguistic transfer activities. While some general language supports exist, these are not contextualized within the framework of bilingual or ESL instruction. For example, the "Teacher's User Guide" does not include guidance for delivering instruction in both English and the partner language or suggestions for leveraging students' home language to support academic math vocabulary development.

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 making cross-linguistic connections through written discourse. For example, in the Represent Even and Odd lesson, Language Tips guide teachers to have students discuss prompts in pairs or small groups; however, there is no embedded teacher guidance for extending these oral connections into written responses.

The materials include embedded supports for oral and written discourse that guide teachers in helping students build academic vocabulary, comprehension, and background knowledge. Teacher-facing

guidance encourages the use of sentence stems, visual supports, and small-group discussions to reinforce language development. For example, in the Represent Even and Odd Numbers lesson, the Additional Support section prompts teachers to scaffold student discussion in pairs or small groups before class sharing.

The materials include guidance for building background knowledge through oral and written discourse and making cross-linguistic connections through oral discourse. Educators are encouraged to preview vocabulary using visuals, cognates, and structured prompts to support understanding before new content is introduced.

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 practice opportunities throughout Learning Pathways that require students to demonstrate depth of understanding aligned to the TEKS. For example, in Skill C.10 “Skip-counting puzzles," students determine whether a number can be reached through skip counting by twos, fives, or tens. As students progress, they must select counting for themselves, which supports conceptual understanding of number patterns.

Instructional assessments embedded in lessons require students to demonstrate a depth of understanding aligned to the TEKS. For example, in the Lesson "Understand hundreds," students move from matching models of place value to written numbers to comparing models and explaining their reasoning. Guided practice includes tasks where students apply problem-solving strategies and articulate their methods.

The materials support individualized learning pathways and progress monitoring through features such as the Skill Analysis Report and IEP Progress Monitoring, allowing teachers to assign TEKS-aligned skills and monitor student understanding in real time. For example, teachers can track progress on skills such as "Place value models to 1,200" and "Create and interpret bar graphs."

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 include questions and tasks that increase in rigor and complexity, supporting grade-level and above grade-level proficiency in the mathematics TEKS. For example, tasks aligned to TEKS 2.7C progress from one-digit addition word problems (Skill G.4) to two-digit (Skill N.8) and three-digit word problems (Skill T.5), building fluency with increasingly complex operations.

The adaptive Skill Pathways present scaffolded practice that promotes increasing rigor. For example, tasks progress from basic operations to multi-step problems and mastery-level questions, advancing students' conceptual understanding beyond grade-level expectations.

The materials include enrichment and extension opportunities that increase in rigor and complexity. For example, lessons extend content to higher-level tasks, such as "Counting and place value up to 100,000," supporting students in moving beyond grade 2 TEKS.

4.2 Coherence of Key Concepts

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.2a	All criteria for guidance met.	1/1
4.2b	All criteria for guidance met.	1/1
4.2c	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.

The materials demonstrate horizontal coherence by organizing skills within a logical sequence that reflects how mathematical understanding builds across related concepts. Skills are intentionally grouped to highlight relationships between operations, place value, and number patterns. For example, IXL Weekly Plan moves from one-digit to three-digit addition and subtraction, reinforcing connections across skill types.

The materials build big ideas within the grade level by linking related content areas. Addition and subtraction are introduced separately and then practiced together to promote a deeper understanding of inverse relationships. For example, students use place value knowledge to break apart and add three-digit numbers by identifying hundreds, tens, and ones.

Skill Plan are structured around conceptual patterns and reinforce foundational ideas across the grade. This supports student understanding of how concepts like operations, patterns, and algebraic thinking are connected. For example, related skills in operations are grouped with patterns and problem-solving to strengthen mathematical reasoning within the grade level.

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 are organized so that core concepts progress in complexity and depth across grade levels. For example, Kindergarten students learn to count by 10s and understand tens and ones, Grade 1 students compare sets of tens and ones, and grade 2 students extend these skills to adding and subtracting two-digit and one-digit numbers without regrouping in Skills M.2 and O.2. Skills are grouped by domain rather than grade, enabling clear visibility of vertical concept progression.

The program's diagnostic and recommendation system supports personalized learning paths, identifying both prerequisite needs and enrichment opportunities. For instance, a student working on grade 2 Skill AA.1 "Names and values of common coins", may be directed to Kindergarten skills such as "Coin names – penny through quarter" or "Coin values – penny through quarter" before returning to grade-level

content, while a student mastering grade 2 place value may be recommended an early Grade 3 regrouping skill.

Materials provide multiple opportunities for students to practice skills above and below grade level through features such as the Diagnostic Hub and "Not feeling ready yet?" prompts. These tools help address missed concepts, reinforce readiness, and extend learning beyond the current grade.

4.2c – Materials demonstrate coherence across lessons or activities by connecting students' prior knowledge of concepts and procedures to the mathematical concepts to be learned in the current grade level and future grade levels.

Materials intentionally connect students' prior knowledge to new learning and future concepts, promoting coherence across lessons and grade levels. For example, in grade 2, instruction on adding with regrouping builds on earlier addition skills and prepares students for learning the standard algorithm for multi-digit addition in grade 3.

Skills within domains progress in complexity to deepen understanding. In the Takeoff Lessons on Data, students use their prior experience with picture graphs to create and interpret both picture and bar graphs, advancing their ability to analyze and represent data in multiple formats.

Lesson structures and supports emphasize continuity in learning. The Recommendation Wall offers skills from a variety of grades, clearly labeled by grade level, while daily instruction and lesson plans begin with familiar concepts before introducing new procedures, reinforcing connections over time.

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 through embedded spiral review and skill progressions across learning pathways. For example, in the grade 2 lesson “Groups of Coins,” students apply previously learned procedures, such as coin recognition and skip counting, to find total values.

Concepts are reinforced over time by reappearing in multiple contexts and increasing in complexity across grades. For example, the concept of equal parts begins in Kindergarten with shapes and reappears in grade 2 as fractions of shapes and sets, supporting retention and deepening understanding.

For example, when working on three-digit subtraction, students may be guided to review subtraction within 100 and place value skills introduced in earlier grades.

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

The materials provide interleaved practice opportunities with previously learned skills by integrating multiple skill types within single tasks or activities. For example, in the grade 2 activity "Addition and subtraction word problems – up to 100," students apply place value strategies such as breaking apart tens and ones while choosing between addition and subtraction to solve problems.

"Weekly Plans" and spiral review sequences support concept interleaving by revisiting and connecting ideas across domains and grade levels. For example, in "Week 15: Measurement and Week 16: Measurement and data," students move from measuring lengths to comparing measurements and selecting appropriate units, integrating both procedural skills and conceptual reasoning.

Real-time recommendations and assigned spiral reviews prompt students to switch among skill types and concepts based on learning trends. For example, students may review 2-digit addition, telling time to the nearest five minutes, and identifying fractions of shapes in a single assignment, reinforcing connections across learning pathways.

5. Balance of Conceptual and Procedural Understanding

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

5.1 Development of Conceptual Understanding

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.1a	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 include tasks that prompt students to interpret models and representations of mathematical concepts, such as base ten blocks, number lines, and graphs; for example, in the skill "Place value models up to 1,000," students interpret flats, rods, and units to identify the number being represented.

The materials require students to analyze models and connect them to mathematical reasoning; for example, in the skill "Use models to add a two-digit and a one-digit number without regrouping," students analyze a model of 41 + 3 to determine the total number of tens and ones.

The materials engage students in evaluating whether pictorial representations are accurate or appropriate for a given mathematical idea; for example, in the skill “Place value models - tens and ones”, “Place value models - up to hundred”, and “Place value models - up to thousands.” students assess whether the model accurately represents the intended number.

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

The materials require students to create concrete models of mathematical situations through interactive tools that simulate physical manipulatives; for example, in the lesson where students use inch tiles to make a ruler, they construct a concrete model to measure objects.

The materials include tasks that prompt students to build or organize pictorial representations to solve problems; for example, in the Skill O.3 “Use models to subtract a one-digit number from a two-digit number with regrouping," students select a pictorial model that matches the given subtraction equation.

The materials use digital representations such as drag-and-drop visuals and virtual base-ten blocks to replicate the process of creating concrete and pictorial models; for example, in the Skill LL.9 “Make

halves, thirds, and fourths," students manipulate shapes to divide them into equal parts, representing fractional concepts visually.

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

The materials include tasks that require students to apply conceptual understanding to solve problems in real-world contexts (e.g., in the Skill "Money word problems up to $1.00"), students use their understanding of coin values and addition to solve shopping-related problems involving multi-step reasoning.

The materials prompt students to transfer prior learning into new situations by combining familiar skills in unfamiliar formats (e.g., in the Skill "Add three numbers word problems"), students solve problems such as "A farmer picked five apples, three pears, and six peaches," requiring them to apply addition within a practical setting.

The materials support flexible strategy use and conceptual application through scaffolded practice that builds toward more complex tasks (e.g., in the "Money up to $1.00" skill set), students begin with identifying coin names and values, then progress to tasks such as making change, exchanging money, and determining the least number of coins needed to reach a given amount.

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 designed to build automaticity through repeated exposure and increasing speed. For example, fluency-based games like MathMan Addition help students quickly recall facts by matching correct answers under timed conditions, while scaffolded skill drills on the Skills Page encourage rapid and accurate responses.

The materials build fluency by supporting accurate, efficient, and flexible use of mathematical procedures. For example, in the Skill "Add in any order," students use visual models like cubes to explore the commutative property, helping them understand relationships between numbers and apply strategies flexibly.

The materials incorporate adaptive features that identify fluency gaps and provide targeted practice. For example, the Diagnostic recommends specific skills to strengthen speed and accuracy, and grade-level skill plan sequence fluency tasks to support progression across representations and contexts.

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

The materials provide opportunities for students to apply efficient procedures across learning pathways. For example, in the section labeled "Subtraction strategies: Two digits," students move through progressively efficient strategies such as breaking apart numbers, using place value models, number lines, and compensation.

The materials support flexible application of mathematical procedures through varied representations and open-ended tasks. For example, in the lesson "Solve two-step word problems," students choose their methods to solve each part of the problem and explain their reasoning, promoting adaptable thinking.

The materials promote accurate application of procedures by providing real-time feedback and opportunities for repeated practice. For example, students build accuracy as they transition between symbolic equations, visual models, and word problems, while adaptive scoring supports mastery through consistent correction and reinforcement.

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 provide opportunities for students to evaluate the efficiency of mathematical strategies through guided discussion and practice; for example, in the lesson Add Four Numbers, students are prompted to share which method they prefer and explain their reasoning for solving 25 + 17 + 11 + 35.

The materials promote flexibility by encouraging students to compare and test different strategies and models; for example, lesson teacher notes guide students to try various addition methods and discuss which worked best and why, helping them choose approaches that are appropriate for the task.

The materials support accuracy evaluation through problem-solving tasks that require students to interpret and critique models, assess solution logic, and justify their responses; for example, in the Skill "Identify repeated addition for arrays sums to 25," students choose the correct equation to match a visual model, supporting evaluation of solution correctness.

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

The materials provide guidance that helps students develop increasingly efficient strategies by building conceptual understanding through scaffolded representations. For example, in the lesson Use Ten to Subtract, students use ten frames and counters, then a number line, before transitioning to abstract computation for solving 16 – 9.

The materials include skill progressions that present multiple strategy options, supporting student selection of efficient approaches. For example, in the Skill set "Addition strategies: Two digits," students choose among methods such as breaking apart numbers, using number lines, compensation, and place-value models.

The materials support strategy refinement by advancing students to more efficient approaches as they demonstrate readiness. For example, IXL recommends next-step skills that require abstract reasoning once students show accuracy, and lessons prompt students to select and apply strategies with embedded supports.

5.3 Balance of Conceptual Understanding and Procedural Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.3a	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	All criteria for guidance met.	6/6
—	**TOTAL**	9/11

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

The materials do not explicitly state how the conceptual emphasis of the TEKS is addressed. While some tasks integrate conceptual elements, such as visual models, justification prompts, or exploratory tools, the materials do not provide clear guidance or statements that define how these tasks support conceptual understanding. For example, in Skill O.3 “Use models to subtract a one-digit number from a two-digit number with regrouping," the video models why regrouping is needed but does not explicitly connect this to the TEKS' conceptual emphasis.

Although the materials include procedural skill development, they do not explicitly articulate how this aligns with the procedural emphasis of the TEKS. Students engage in scaffolded practice of operations like addition and subtraction, yet there is no clear explanation of how these tasks build procedural fluency as defined by the TEKS.

The teacher-facing materials and implementation supports reference tasks that integrate both conceptual and procedural aspects of learning but do not offer direct, explicit guidance on how each is addressed. For example, the Skill Plan list TEKS correlations, but they do not differentiate or explain whether each skill targets conceptual understanding, procedural fluency, or both, leaving educators without the clarity needed to plan balanced instruction aligned to the TEKS.

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 provide opportunities for students to engage with concrete models, including digital manipulatives that simulate hands-on tools to support conceptual learning. For example, in Skill AA.4 “Count money—pennies, nickels, and dimes only," students view coins such as four pennies and one nickel and type the total value, using a concrete model alongside numeric abstraction.

Tasks include pictorial representations, such as images of equal groups, strip diagrams, and place value models, to help students connect visual models to numerical understanding. For example, in Skill X.2

“Identify repeated addition for equal groups sums to 25,” students analyze a picture of three groups of three dots and select the matching repeated addition equation.

The materials support abstract modeling through tasks that prompt students to compute using numerals and equations based on prior visual or concrete representations. For example, subtraction problems begin with images or models and require students to compute the abstract difference using numerals.

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 support students in connecting concrete and representational models to abstract concepts through scaffolded tasks that bridge visual models with numeric expressions. For example, in Skill O.2 “Use models to subtract a one-digit number from a two-digit number," students use base-ten blocks to model subtraction and complete the corresponding subtraction sentence.

Students create and explain representational and concrete models that support the development of abstract reasoning through interactive tools and visual tasks. For example, in Skill GG.1 “Measure length with inch cubes," students drag and place digital cubes to measure an object and input the corresponding numeric value, reinforcing measurement concepts.

The materials prompt students to define and explain the relationship between models and abstract mathematical ideas by asking them to describe quantities or complete real-world stories that match visual representations. For example, in Skill X. “Write stories involving repeated addition sums to 25," students view a model of equal groups and complete a word problem to describe and explain the repeated addition shown.

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	Materials do not include embedded guidance to anticipate a variety of student answers, including exemplar responses to questions and tasks.	1/2
—	**TOTAL**	7/8

5.4a – Materials provide opportunities for students to develop academic mathematical language using visuals, manipulatives, or other language development strategies.

The materials embed academic vocabulary throughout lesson tasks, prompting students to apply precise mathematical language to describe models, operations, and quantities. For example, in "Use models to add three-digit numbers without regrouping," students interpret visual representations of base-ten blocks labeled "The blocks show 312 + 141," then complete prompts identifying the "hundreds, tens, and ones," followed by the full addition sentence.

The materials provide multiple opportunities for students to develop and apply language strategies while solving problems and explaining reasoning. For example, in "Use models to add two-digit numbers no regrouping," digital base-ten blocks accompany sentence frames such as, "I combined 30 and 40 to make 70, then added 2 + 3 = 5, so the total is 75," reinforcing vocabulary like "combine and total."

The materials include visual models, vocabulary supports, and collaborative tasks to build mathematical language. For example, in the lesson on identifying angles and attributes of two-dimensional shapes, students count sides, vertices, and angles, and then compare shapes with a partner using terms like *sides*, *vertices*, and *angles*. Suggested supports include anchor charts to reinforce key vocabulary.

5.4b – Materials include embedded educator guidance to scaffold, support, and extend students' use of academic mathematical vocabulary in context when communicating with peers and educators.

The materials include embedded prompts and questions that encourage students to explain their thinking and use precise mathematical language while solving problems. For example, in "Record 3-digit subtraction strategies," students are asked, "Which strategy would you use to find each difference? Why?" Teachers are guided to highlight strategic language such as "counting on, counting back, and compensation."

The materials support teachers in extending students' academic language through structured reflection and targeted questioning. For example, in "Break apart both addends and regroup," students evaluate

the reasonableness of each step and articulate statements like, "It makes sense that 13 can be regrouped into 10 and 3 because 13 is one ten and 3 ones."

The materials foster mathematical communication through collaborative routines and guided discussions. For example, students compare addition strategies with a partner before whole group discussion, using scaffolded questions to describe their process with terms such as *tens*, *ones*, and *addends*. Visual supports like place value posters are recommended to reinforce vocabulary.

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

The materials include embedded supports that guide students to apply mathematical vocabulary through verbal and written discourse. For example, in "Use compensation to add," students discuss how Scarlet adjusted her strategy by saying, "She used compensation," after adding and subtracting one. Teacher guidance connects the term to real-life contexts to reinforce understanding.

The materials provide sentence frames, teacher prompts, and guided questions to help students explain their thinking using precise academic language. For example, in "Break apart both addends and regroup," students interpret Clara's strategy using terms such as *tens* and *ones* when prompted to explain what she means by "write the numbers."

The materials reinforce academic vocabulary through multimedia supports and scaffolded practice across math concepts. For example, in the place value lesson, students watch a video that introduces key terms like *digit*, *tens*, and *ones*, while base-ten models support concept development and vocabulary retention.

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

The materials prompt students to engage in mathematical conversations by connecting concepts to familiar tools or scenarios. For example, in "Tell time to the nearest 5 minutes," students are asked, "How are a clock and a ruler alike?" and teachers are guided to highlight similarities such as "equally spaced marks, shared numerals 1 through 12, and their role in measurement."

The materials embed opportunities for peer-to-peer discussion to support academic vocabulary development and mathematical reasoning. For example, in "Groups of coins," students respond to "What should Amelia do?" when shown a visual of six nickels. Teacher guidance supports conversations using terms like *nickel*, *five cents*, and *skip count by fives*.

The materials support student discourse through sentence frames, teacher prompts, and modeled language across lessons and media. For example, the Learn with an Example feature introduces

academic math language at the beginning of each skill, while instructional videos model precise vocabulary and reasoning to support peer-to-peer discussion.

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.

Materials do not include embedded guidance to anticipate a variety of student answers, including exemplar responses to questions and tasks. While the program offers support for incorrect answers, it does not provide examples of anticipated student responses or model a range of correct and incorrect answers for teacher reference.

The materials offer guidance to help educators anticipate student thinking and address common misconceptions. For example, in "Use compensation," the teacher notes include anticipated mental math strategies such as "I broke 5 into 2 + 3 to make ten" or "I counted backward to subtract," but do not provide exemplar responses or differentiated guidance across multiple levels of understanding.

The materials include occasional prompts to support student language and reasoning, but do not include exemplar responses to guide instructional moves. For example, in "Draw and describe 2D shapes," the teacher notes provide sample student questions like "Does the shape have five sides?" and remind educators to review vocabulary like "side, vertex, and square corner." However, the guidance states, "If students do not bring up the terms . . . that is okay," suggesting that anticipated responses are acknowledged but not fully developed or used as instructional models.

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	All criteria for guidance met.	1/1
—	**TOTAL**	2/4

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

The materials embed opportunities for students to apply a problem-solving model by analyzing situations, selecting strategies, and evaluating the reasonableness of solutions. For example, in "Regroup to subtract," students discuss Ann's strategy for solving 62 – 27, apply it to a new problem (76 – 49), and evaluate the reasonableness (process) of their results at each step.

The materials support multistep reasoning through tasks that prompt students to model and explain their thinking using visual tools and equations. For example, in "Solve two-step word problems," students analyze a scenario involving cups of lemonade using strip diagrams and are guided to "evaluate the reasonableness of their results for each step."

The materials integrate the TEKS process standards through interactive tasks that encourage modeling, explanation, and justification. For example, digital manipulatives and structured prompts in aligned lessons (content) help students represent mathematical relationships (process) and support precise language and reasoning throughout the problem-solving process.

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

The materials do not include an overview of the TEKS process standards incorporated into each lesson. For example, while the Skill Plan lists which activities address specific process standards, this information is not presented within the student learning pathways or lesson content.

Although the "Implementation Guide for Standards Prep" includes an overview YouTube video called "IXL For Standards Prep," the video does not reference Texas TEKS; it only references California State Math Standards.

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

Materials include an overview of the TEKS process standards incorporated into each lesson. The TEKS Skill Plan includes a grade-specific TEKS overview that indicates which TEKS are aligned with which lesson,

organized by standard and skill. Skill Plan are designed in sequential order by TEKS and process standards skills. The TEKS are incorporated into each lesson by connecting the TEKS to the skill.

The materials include a separate list of TEKS process standards and align them generally to IXL skills. For example, the Skill Plan shows that "Identify fractions of shapes" supports TEKS 2.3A and integrates process standards such as using tools and representing thinking.

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 prompt students to think mathematically by engaging with multi-step tasks that require analyzing visual models, selecting appropriate representations, and applying place value strategies. For example, in "Use models to solve addition and subtraction word problems up to 100," students select a strip diagram to represent a real-world story problem and then solve using a number line. If incorrect, the diagram is labeled to show how parts of the problem relate, guiding students to adjust their reasoning.

The materials support perseverance by embedding scaffolds and just-in-time feedback that guide students through increasingly complex tasks. For example, in "Use place value to subtract two-digit numbers with regrouping," students decompose numbers into tens and ones. If they answer incorrectly, the platform provides step-by-step support using a place value mat, followed by guided regrouping practice until the student reaches a correct solution.

The materials foster students' ability to make sense of mathematics by emphasizing concept development through models, representations, and explanatory feedback. For example, video-based lessons embedded in skill activities provide verbal and visual explanations, while interactive tasks scaffold learning from concrete representations to abstract reasoning to promote conceptual understanding.

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

The materials support students in understanding that there can be multiple ways to solve problems by embedding varied strategies within lessons and interactive tasks. For example, in "Regroup hundreds, tens, and ones: ways to make a number," students are shown how to decompose 174 into 1 hundred + 7 tens + 4 ones and are then prompted to "break apart 174 another way" by filling in an alternative decomposition such as __ tens and 4 ones.

The materials prompt students to explain different solution strategies through embedded reflection and evaluation tasks. For example, in "Break apart both addends and regroup," students review and discuss Clara's steps for solving 47 + 28 and are asked to use her method to solve a new problem, followed by evaluating the reasonableness of each step in their own work.

The materials support justification of multiple strategies through scaffolded prompts and varied task types that highlight the problem-solving process. For example, lessons guide students to describe how they solved problems and practice multiple subtraction strategies for three-digit numbers, reinforcing that multiple methods are valid and can be explained and defended.

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 materials provide multiple opportunities for students to do math collaboratively through teacher-facilitated activities and interactive features. For example, in Group Jam, teachers select a skill and assign the same question to multiple students, enabling them to solve problems together and participate in whole-class review and discussion.

The materials embed tasks that prompt students to write about their mathematical thinking in response to visual representations, story problems, and peer work. For example, in the lesson "Add by counting on," students analyze Polly's incorrect strategy and are asked to explain in writing what mistake she made and how to correct it.

The materials support discussion of mathematical ideas through guided practice, reflection questions, and opportunities for math talks. For example, students engage in peer discussion and teacher-led math talks to compare strategies, such as writing clues in number 13 of a lesson to help others guess a shape, using precise vocabulary learned during the activity.

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 materials support educators in guiding students to share their problem-solving approaches through embedded prompts and collaborative tools. For example, Group Jam enables all students to solve the same question and discuss their methods as a class, while lessons such as Relate Measurements prompt students to share their reasoning about unit choices and strategies.

The materials include teacher guidance to facilitate student explanations, arguments, and justifications of mathematical thinking. For example, in one lesson, students are asked to reflect on measurements by considering why it takes more inches than feet to measure certain objects, promoting argumentation and conceptual reasoning.

The materials provide opportunities for students to reflect on their strategies through teacher-directed discussion and interactive tasks. For example, in a subtraction lesson, students explain which strategy they prefer to find each difference, while other tasks prompt students to compare and justify their thinking using manipulatives and targeted questions.

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

The materials include embedded prompts that support educators in providing explanatory feedback based on student responses. For example, in "Match digital clocks and times," if a student selects an incorrect answer, the program responds with a clarification that includes the student's chosen answer, a review of hours and minutes, and an explanation of how to determine the correct time.

The materials provide guidance to support feedback based on anticipated misconceptions, helping educators address common errors in real time. For example, in the lesson Understand Hundreds, the teacher notes list three anticipated student responses to the prompt "What do you know about the number 100?" which allows teachers to respond with targeted follow-up questions and scaffolds.

The materials offer tools and reports that equip educators with insight into student performance trends, enabling proactive support. For example, the Real-Time Diagnostic identifies repeated errors and misconceptions, while lesson-based Tips for Support and embedded feedback systems help educators provide timely, concept-focused responses during instruction.