

IXL Learning, Inc.

Supplemental English Mathematics, 3

IXL Math Grade 3

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%	145	1	Flags Not in Report	Not Applicable	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	13 out of 21	62%
2. Progress Monitoring	19 out of 23	83%
3. Supports for All Learners	30 out of 37	81%
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	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	Materials do not include an alignment guide outlining the English Language Proficiency Standards (ELPS), or 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 protocols with corresponding 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 include alignment guides, called Skill Plans, that outline specific examples of the TEKS integrated into grade 3 lessons. The implementation guide includes features for Daily Instruction, Diagnostic Assessment, Standards Prep, Personalized Instruction, and Whole-Class Instruction.

The materials do not include a rationale for learning paths across grade levels (vertical alignment) and within the same grade level (horizontal alignment). The materials provide different "Weekly Plans," but do not provide a rationale for the order in which the lessons are organized or presented. The materials include an IXL Flex Diagnostic Action Plan for each student after they take the diagnostic assessment, but the materials do not provide the educator with which section students should focus on first.

1.1b – Materials include an implementation guide with usage recommendations and strategies for effective educator use in various contexts, such as just-in-time supports, advanced learning, or as a course.

The materials provide "Implementation Guides" detailing usage strategies and recommendations, and support educators with daily grade 3 instruction, lesson planning, delivery guidance, and methods for

checking understanding. The "Weekly Plans" and "Skill Plans" integrate these adaptive resources. Educators can utilize just-in-time support by tailoring activities to students' immediate proficiency.

Recommendations include utilizing targeted IXL Skill assignments in small groups based on proficiency data, integrating IXL for introductory or review activities in whole-group settings, and assigning individualized IXL practice for independent work and reinforcement.

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

A TEKS correlation guide connects to Skill Plans. Adaptive materials include a diagnostic tool that assesses student understanding and recommends a starting point aligned with the TEKS. For example, the IXL Diagnostic pinpoints the skills students need to work on across six domains: Fractions, Algebra and Algebraic Thinking, Numbers and Operations, Geometry, Measurement, and Data, Statistics, and Probability. It recommends skills for students to work on within each domain and provides the teacher with the skill code. Students can work on these skills in their personalized skill recommendations section.

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

The "Implementation Guides" help educators internalize lessons. Educators follow general routines using IXL to internalize skills for daily instruction and curriculum support. For example, the "Implementation Guide for Daily Instruction" breaks down lesson preparation into three steps: "Plan your lesson, Deliver your lesson, and Check for understanding." The materials provide visuals and information within each section to support educators.

IXL Minis provides professional development videos on the Learning and Instructional Resources sections found within the materials. This includes how to customize skill plans, adapt learning focus for students, and other instructional tip videos for educators.

The materials do not include protocols for unit internalization. The materials provide an IXL for Unit Assessment section, but it does not support unit internalization, and the IXL Checkpoints are only available for grade 8 math, Algebra 1, and Geometry.

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

The materials support instructional leaders in supporting educators with effective program implementation. These resources include recorded model lessons that enhance leaders' coaching abilities, and My IXL Resources actively provide specific guidance and support for instructional leaders. The materials also provide professional learning opportunities, such as live webinars, on-site learning, and virtual sessions to help instructional leaders support educators in the classroom.

1.2 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	This guidance is not applicable to the program.	N/A
1.2b	The materials do not provide detailed lesson overviews with learning objectives aligned with the TEKS or ELPS, lesson components with suggested time frames, or assessment resources aligned with the ELPS.	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 provide teacher access to assessments aligned to the TEKS that adapt to student progress, allowing educators to gauge student understanding and adjust in real time for individual student performance. As students engage in questions during the lesson, a SmartScore is calculated to give educators insight into skill progress.

The materials provide multiple skill paths for teachers to view and assign. Within these paths, the materials provide lesson objectives but do not provide a detailed lesson overview with learning objectives aligned with the TEKS. For example, in grade 3, Bluebonnet Learning path, Module 1, Lesson 1, the material lists three learning objectives with an additional objective to consider under Also Consider. An example of a learning objective includes, "Relate addition and multiplication for equal groups: factors up to five."

The materials do not include lesson overviews with lesson components containing suggested timeframes. However, they recommend that educators assign a learning path with a recommended timeframe of 45 minutes per week (about 4–5 practice problems per day). Each lesson includes Learn with an example and Watch a video, but these are optional resources as students engage in practice questions.

The materials do not include learning objectives or assessment resources aligned with the ELPS.

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

The materials include a handout called *Family Guide* for getting started, which provides families with information on IXL learning plans, how to let IXL recommend skills, a personalized action plan for growth, and how to monitor your child's progress. This document provides tips like, "See where your child is getting stuck so that you can step in and provide support." This handout is available in English and Spanish.

2. Progress Monitoring

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

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	All criteria for guidance met.	2/2
2.1b	All criteria for guidance met.	2/2
2.1c	The materials do not include digital assessments that include accommodations, including content and language supports, and 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	14/16

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

The materials describe a comprehensive system of instructional assessments designed to pinpoint students' grade-level proficiency and inform instruction. These assessments serve in two primary capacities: a Snapshot or Benchmark mode, used periodically by administrators to gather school-wide data, and a Real-Time mode, which enables teachers to support daily instruction.

In Real-Time mode, students answer a few weekly questions, enabling teachers to continuously monitor progress, identify areas of difficulty, and generate personalized action plans. To support implementation, the materials include various guides and resources for teachers to schedule the assessments, review the data, and use it to create individualized learning paths for students.

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

The materials offer consistent guidance for teachers when administering instructional assessments. They recommend an initial diagnostic session of 45–60 minutes per subject, either in one sitting or spread over multiple days, to determine students' baseline knowledge levels. To ensure standardized administration, the materials provide teachers with scripts and instructions, including guidelines for creating a quiet environment and providing students with necessary supplies, such as pencils and paper.

The materials recommend that students answer 10–15 questions weekly to keep their data up to date. They also provide specific instructions for other assessments, like unit checkpoints, where students should aim for a SmartScore of 80.

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 printable versions of quizzes; however, the program notes that some interactive question types may not translate well to print. Educators cannot print the diagnostic assessment.

The materials include guidance for the teacher to enable and disable text-to-speech for individual students for digital assessments under Teacher Settings.

The materials do not include content and language supports that educators can enable and disable for individual students; however, they do provide translation support that can be enabled and disabled.

The materials do not allow educators to enable and disable calculators to support individual students.

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, they are not explicitly labeled by complexity level. Additionally, not all students may 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, hot spot, text entry, graphing, and 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 provide formative assessments within the Diagnostic Hub, which includes a wide variety of interactive question types, such as text entry, multiple choice, multi-select, drag-and-drop, and hotspot questions.

Grade 3 tasks demonstrate a clear progression, ranging from basic identification and skill application to strategic thinking. Individual skills serve as mini-checks for understanding across 2 to 6 levels of complexity—for instance, progressing from identifying multiplication in arrays to utilizing that skill in word problems to find missing information.

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	The materials do not include instructional assessments that include a rationale for correct and incorrect responses.	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.

On the IXL homepage under Analytics, by selecting Student Quickview, the platform provides teachers with guidance on identifying how many questions students have answered, how long they have spent on each question, how often they interact with the program, and their progress, both individually and as a group.

Within the Analytics reports, the materials provide scoring information and comprehensive guidance for interpreting student performance. For example, a score of 400 typically indicates readiness to begin working on grade 4 material. Scores below grade level indicate areas where remediation is needed.

Quiz Analysis reports show performance on individual questions and allow teachers to examine student responses for common incorrect answers.

The materials do not provide rationales for correct or incorrect responses to instructional assessment questions.

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

The materials include guidance for teachers on using assessment results to support the purposeful planning of tasks and activities for the appropriate grade level or course. The Flex Diagnostic overview tab provides teachers with a detailed breakdown of student performance, categorizing 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.

The material provides guidance on skill activities teachers can recommend for students based on their diagnostic performance. For example, the Flex Diagnostic Action Plan includes a detailed breakdown of student scores by strand and personalized skill recommendations. By visiting the Analytics tab and the Flex Diagnostic Strand Analysis, teachers can view specific low-performing skills for different groups of students. Small groups are formed based on students' performance in various areas.

The Trouble Spots reports identify material for whole-class review, small-group instruction, and one-on-one support. They also pinpoint sample questions for review.

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

Within the material, students have access to their Dashboard, which allows them to view skills assigned by their teacher, recent skills, and recommendations. They can also Step Into the Arena, see their action plan, and see their SmartScore results.

The materials include visual growth trackers, progress charts, and badges to celebrate milestones and encourage student engagement in their learning journey.

The materials include an educator dashboard that automatically compiles real-time student assessment data into graphs and reports, highlighting areas of strength and weakness. Within the educator dashboard, teachers can view the achievement summary, which displays the number of questions answered by students and their level of mastery for each skill.

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 include frequent checks for understanding at key points throughout each lesson or activity. They provide immediate, question-level feedback that is not just about right or wrong. When students answer, the system analyzes their response and adjusts the learning path in real time. The sequence of lessons or activities adapts based on the individual student's needs, ensuring they receive targeted support or advanced challenges precisely when needed.

Throughout grade-level skill practice and activities, students answer questions to check understanding at key points. Students receive continuous feedback that directly influences the learning experience. The

difficulty of tasks adjusts as students progress successfully. For instance, if a student answers incorrectly, the material does not just mark it wrong; it provides instant, targeted feedback and explanations.

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	The materials do not include digital materials that include accommodations, including content and language supports, and calculators that educators can enable or disable to support individual students.	1/3
3.1e	All criteria for guidance met.	2/2
—	TOTAL	9/12

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 IXL diagnostic pinpoints individual student understanding, and the material provides tailored skill recommendations to teachers, guiding their next instructional steps. When a student misses a problem, IXL delivers an immediate, detailed explanation that breaks down the solution process, guiding them toward a deeper understanding. Teachers direct students to embedded video tutorials and “Learn with an example” sections, explicitly demonstrating new concepts and modeling problem-solving strategies. Teachers assign additional Skill Practice and Lessons, located within the Learning tab under Skills, to provide students with flexible options for demonstrating mastery.

Teachers assign skills through Group Jam, enabling selected students to work on the same problems simultaneously and tailoring assignments to individual group needs. The online program's guidance on IXL's Homepage allows students to access isolated skills. The program's built-in adaptive lessons then provide students with content, practice problems, feedback, and support videos tailored to their current understanding. As students answer questions, the difficulty increases or decreases, adapting to their needs. They receive a detailed review through step-by-step explanations and Learn with an Example and Watch a Video options, ensuring comprehensive support for mastering each skill.

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 include explicit educator guidance for language supports, encompassing pre-teaching and embedded supports for developing academic vocabulary. The Takeoff lessons offer structured guidance, such as in the Understand Area and Square Units lesson, where Additional supports and Think and Talk activities are explicitly outlined for the teacher. These activities provide frequent opportunities for students to talk with partners and groups using academic language. The guidance for these sections supports teachers in pre-teaching and reinforcing vocabulary like *area* and *square units*.

Additionally, the materials offer a variety of educator guidance videos on using specific platform features for both pre-teaching and embedded support. These resources detail how teachers can leverage IXL's video tutorials: Lessons, Learn with an Example, and Explanations, to introduce and reinforce mathematical vocabulary and concepts. For example, guidance is available on using the Learn with an Example feature for both pre-teaching and embedded support to help students understand new terms and concepts.

The materials do not provide explicit educator guidance for unfamiliar references in text.

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

The materials provide educators with guidance on how the adaptive learning platform adjusts content based on student performance, offering problem sets that require deeper reasoning and critical thinking. The IXL Platform is adaptable, creating an individualized plan for each student. Teachers create targeted small-group instruction for advanced students by utilizing the Flex Diagnostic Strand Analysis, which places students, from remedial to advanced, into groups with skills that are either below, at, or above their current grade level.

The materials automatically provide advanced learning paths for students who master current content. The lessons include enrichment tasks designed to extend students' learning beyond grade level. Students explore extension activities for skills by utilizing the Learn with an Example or Watch a Video features to advance their skills. For example, in grade 3, if students master multiplying two-digit numbers by one-digit numbers, they can advance to grade 4, where they will work with two-digit numbers by two-digit numbers.

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 allow educators to enable text-to-speech during assessments, skills practice, quizzes, diagnostic assessments, and Group Jams.

The materials do not allow educators to enable and disable content and language supports or calculators to support 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 how to allow students to demonstrate understanding through various formats, such as written explanations, and drawing models. For example, the grade 3 lesson on place value includes teacher notes/guidance for students to estimate the number of tulips in the picture and their purpose.

The material provides options within Skill Practice for students to show their understanding in multiple ways. For example, students represent concepts visually with strip diagrams, line plots, or graphs, perform calculations or manipulations, and express solutions through written responses. Students demonstrate their understanding by solving multi-step problems using visual tools, representing their thinking through interactive strip diagrams that model part-whole relationships, and expressing their understanding by selecting or entering accurate numerical solutions based on the models.

IXL's online games offer students engaging and interactive opportunities to practice math. These games allow students to perform mathematical tasks, represent concepts visually, and express their understanding through various response formats, effectively supporting diverse ways to show mastery.

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 lesson plans provide explicit prompts and guidance for educators to build students' knowledge. For example, they activate students' prior knowledge through a multiplication warm-up that uses skip-counting before introducing equal groups. The materials provide educator prompts for students to compare the time it takes to count individual numbers versus skip-counting by fours. Additionally, multiple means of representation are used, such as pictorial models showing equal groups and skip-counting by fives.

The material provides "Learn with an example" prompts within each Skill Practice that provide direct guidance, define big ideas, connect prior knowledge, and highlight features and patterns. For example, in the Skill "Multiply by multiples of 10 using place value," the example serves as a reminder of basic multiplication facts before introducing the new concept of multiplying by multiples of 10. It utilizes place value language and visual cues to anchor the key ideas that the number of zeros affects magnitude, enabling students to connect previously learned facts to new patterns in place value.

The material includes videos that target specific skills, activate prior knowledge, anchor key ideas, and help students make connections through multiple means of representation.

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 that support various types of practice, including independent, guided, and collaborative modes. For example, students engage in independent skill practice through personalized Recommendations, receive corrective feedback and reteaching when answering incorrectly, and participate in collaborative Group Jam activities led by the teacher.

The materials support multiple instructional structures such as whole-group, small-group, and individual practice. For example, teachers use data from the Real-Time Diagnostic and Trouble Spots reports to pull small groups or offer targeted one-on-one support aligned to students' needs.

The materials include educator guidance to support the effective implementation of multi-tiered interventions. For example, the "Implementation Guide for Live Assessment" provides steps to plan, deliver, and adjust instruction in real time based on student progress, allowing teachers to monitor skill mastery and provide immediate support.

The materials adapt in real time, offering scaffolded explanations and routing students to prerequisite skills when persistent errors are detected, ensuring just-in-time support within the learning path. For example, when a student answers a multiplication fact incorrectly, the platform offers instant feedback with a step-by-step breakdown. It prompts practice in a related G2 skip-counting skill.

The material enables teachers to assign targeted skills by domain, utilizing the Recommendations tool, Skill Plans, and Real-Time Diagnostic.

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

The materials provide enrichment and extension through Idea for Extension and Tip for Support in each lesson plan. For example, for students who have mastered identifying equivalent fractions and comparing fractions using models, the materials present lesson plan extension activities that involve more complex problems within those skills. As students consistently answer correctly, they move toward the Challenge Zone or Excellence. In this zone, problems become more intricate, often involving larger numbers, multi-step thinking, or less direct visual aids. Additionally, in a skill like "Add and subtract fractions with like denominators," a proficient student will encounter problems that require simplifying the answer or adding three fractions instead of just two.

The materials provide a Real-Time Diagnostic that identifies students' strengths and areas for growth. For advanced students, it will display high proficiency levels in current grade-level skills and suggest higher-level skills on their personalized Recommendation Wall.

The materials include enrichment and extension methods that support various forms of engagement, along with guidance to help educators implement them effectively. For example, students encounter engaging activities beyond standard practice problems, such as interactive games. Students play Clear It Multiplication to practice multiplication facts in a puzzle-like format or Equivalent Fractions BINGO to reinforce their understanding of fraction equivalence through a familiar game structure. These games require quick thinking and pattern recognition.

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

The material offers Live Classroom and Group Jams features that display students' real-time responses. The educator can send a live message and receive prompts to support students.

The materials include teacher-facing notes and support tip boxes within each lesson, guiding when and how to offer feedback.

When students answer incorrectly during Skill Practice, the materials provide feedback and explanation.

The materials support timely, individualized feedback through embedded features and reports. For example, as students work on skills, they receive instant feedback with step-by-step explanations, and teachers can use SmartScore data and the Recommendations Wall to identify and address misconceptions during instruction.

3.3 Support for Emergent Bilingual Students

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	This guidance is not applicable to the program.	N/A
3.3b	The materials do not include embedded linguistic accommodations for all levels of language proficiency (as defined by the ELPS), which are designed to engage students in using increasingly academic language.	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. While supports exist for at least two levels of language proficiency, there is insufficient evidence of embedded accommodations that intentionally guide students through increasingly complex academic language across multiple proficiency levels.

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.

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/ESL programs. The materials include guidance in the IXL for English Language Learners information page on how the materials support emergent bilingual students; however, the information page does not provide guidance on how to implement the materials within bilingual/ESL programs.

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.

In the "Equal groups to multiply" lesson, the Additional Support tab provides embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary through written discourse by having students create graphic organizers with definitions, examples, and non-examples. The same activity also supports building background knowledge through written discourse as students review and record the distinguishing features of quadrilaterals. For example, to build multiplication vocabulary, Additional Support suggests students practice terms like *factor*, *product*, and *times* by connecting them to their home language cognates (e.g., *factor*, *producto*, and *multiplicar*). The materials also suggest that students use the provided sentence stems when engaging in discussion.

In the Multiply with Lesson 7, the Additional Support tab of the materials informs teachers that the term *distribute* may be difficult for English learners to understand, and to introduce the word before the lesson and point out how it is similar to the Spanish term. The support also suggests using concrete objects and a familiar example of cookies to introduce the term.

The online program features short, interactive exercises where students reinforce key math terms by dragging and dropping vocabulary into definitions or matching terms with corresponding images, such as in skills for identifying three-dimensional shapes and polygons. Additionally, when students encounter unfamiliar words or phrases, the platform provides bilingual translations into over 100 languages. This translation feature shows the English question first and then provides on-demand translation in manageable chunks, supporting students in making cross-linguistic connections and increasing their English proficiency. For written discourse, the materials include guidance for educators to provide further

support, such as the suggestion in the Understand Area and Square Units lesson to use a written vocabulary poster to increase comprehension.

Materials do not include embedded guidance to support emergent bilingual students in making cross-linguistic connections through written discourse. For example, while some lessons highlight similarities between Spanish and English vocabulary terms and include oral discussion prompts, there is no teacher-facing guidance for extending these supports into written explanations or comparisons across languages.

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 varying complexity levels, including basic identification of place value positions, skill application—how much place value is worth, and strategic thinking—putting numbers in order using place value knowledge.

Students work through a scaffolded progression of addition and subtraction practice opportunities, starting with two-digit operations and gradually increasing to three-digit practice opportunities (e.g., base-ten models, number lines, partial sums) strategies.

The materials provide personalized skill plans that use formative and diagnostic data to create quizzes. Students follow these plans to work through a scaffolded progression of addition and subtraction. They begin with two-digit operations and practice with base-ten models, number lines, and partial sum strategies before advancing to three-digit operations. After practicing, students take a quiz to demonstrate their understanding of the skill.

4.1b – Questions and tasks, including enrichment and extension materials, increase in rigor and complexity, leading to grade-level and above grade-level proficiency in the mathematics TEKS.

The materials offer a variety of tiered-level questions through skill plans organized by TEKS. The content follows a logical progression. For example, grade 3 students learn to identify place value up to the thousands, determine the value of digits, and then apply this knowledge to solve word problems.

The IXL Diagnostic gives students an individualized starting point to work on skills aligned with their current understanding. The materials automatically adapt to student performance through the IXL SmartScore, gradually increasing in difficulty by intentionally increasing the rigor and complexity of questions to achieve grade-level and above-grade-level proficiency. For example, the Skill Plan for 3.3A starts with students understanding fractions using fraction bars and area models, then progresses to

students showing fractions with fraction bars and area models, then students match fractions to models, then students use number lines to represent fractions, and finally students engage in graphing fractions on a number line.

Enrichment and extension materials increase in rigor and complexity through adaptive features and advanced content. For example, as students demonstrate proficiency, IXL presents more challenging tasks, such as multi-step problems and mastery-level questions, and offers targeted skills to extend learning beyond grade level via the Student Dashboard and teacher-assigned enrichment pathways.

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 provide lessons to support students with the big ideas and prepare them for the skill practices, which connect concepts horizontally. For example, in grade 3, Unit 2 multiplication lesson within IXL TakeOff, students first learn about pictorial grouping and then connect this understanding to strip diagram models. They use interactive online practice to further develop their comprehension of strip diagrams for modeling multiplication and division.

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

The materials demonstrate strong vertical coherence across concepts and grade bands, specifically connecting patterns, big ideas, and relationships from kindergarten through grade 6. This is evident through the consistent progression and extension of key mathematical models and concepts. For example, ten frames are initially introduced for counting in kindergarten and then strategically extended for addition and subtraction in grade 1, illustrating a foundational pattern for number sense.

Additionally, cube trains are utilized for counting, addition, and subtraction in kindergarten, continuing for these operations in grade 1, and then further developed for measuring length in Grades 1–2, showcasing how a single manipulator supports evolving mathematical ideas. Number lines serve as a consistent model throughout Grades 1–6 for ordering, modeling, and operations. Their use gradually extends from whole numbers to fractions, decimals, and integers, culminating in their application on the coordinate plane, demonstrating a clear progression of relationships.

Furthermore, in grade 6, percents are modeled with strips and area models, directly connecting to and building upon the representations of fractions and decimals introduced in earlier grades, highlighting the relationship between these related concepts.

Area is introduced and connected to multiplication in grade 3, and subsequently, area models are consistently used throughout Grades 4–6 to model multiplication and division with whole numbers,

fractions, decimals, and variable expressions, showcasing a coherent development of a big idea across multiple grade levels and increasing complexity.

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.

The materials demonstrate coherence across lessons by connecting students' prior knowledge to new concepts. For example, in the grade 3 Add Fractions with Models lesson, students begin with a warm-up activity that reviews foundational concepts like decomposing fractions and fractions of a group. In the lesson, students will model and add fractions of a group. The materials further build on this connection by guiding the teacher to relate the new skill of adding fractions on a number line to students' previous knowledge of adding whole numbers on a number line, ensuring a seamless progression of learning.

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 a Skill Plan that allows students to revisit foundational number sense skills, such as place value, and addition and subtraction, throughout the year as they work on more complex tasks, including multi-digit addition and multiplication.

The material provides a SmartScore that encourages students to revisit and practice previously learned skills. The teacher can personalize a skill plan for individual students. Students also receive support with previously learned practice within the Work It Out section of the skill.

The material is adaptive and organized by topic and concept. As students move through skills and topics, they revisit core concepts and increase complexity based on their conceptual understanding.

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

The materials present a series of problems that involve addition, subtraction, multiplication, and division of numbers. For example, in Real-time Mode, teachers can view students' work through problems within their Skill Plan. The Real-time Mode feature adapts to their skill level. It prompts them to choose the most efficient strategy to solve the math word problems, incorporating more concepts, such as money, time, input/output tables, and bar graphs.

Real-time mode for students learning multiplication requires the use of addition to enhance their ability to understand multiplication as repeated addition, which then allows for the teaching of division as the opposite of multiplication, separating into equal groups (division) rather than combining groups.

The diagnostic recommends more challenging skills for students who have mastered a concept, drawing on related, but more complex applications of what they already know.

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.

Students analyze and demonstrate their understanding through various methods, including interactive visual models, drawing diagrams, and engaging in problem-solving games. For instance, the lesson plan instruction for Identifying Fractions on the Number Line prompts students to analyze the concept by drawing lines directly on the number line.

The materials provide opportunities to interpret, analyze, and evaluate models and representations using number lines, strip diagrams, graphs, and word problems that utilize real-world scenarios. For example, the lesson plan instruction for Graphing Numbers on a Number Line provides educators with information on facilitating the interpretation, analysis, and evaluation of real-world scenarios, such as Favorite Water Activities and the Number of Items Taken to Camp.

The materials provide students with the opportunity to analyze data patterns and find measures from line plots.

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

The materials provide students with opportunities to create concrete models and pictorial representations of mathematical situations. For example, in the Skill Plan, students drag and drop squares to form arrays or shade parts of a grid to represent products or quotients on grids for area models. These interactive elements allow students to mimic the hands-on creation of place value, base-ten block pictorials, and fraction models.

Students construct picture and bar graphs by inputting data within various learning pathways, demonstrating their ability to generate diverse pictorial representations of mathematical information.

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

The materials provide teachers with instructional lessons enabling students to apply conceptual understanding to new problems and contexts. Math lessons seamlessly combine skill practice with built-in explanations, examples, and real-world applications. The materials first frame a concept and then guide students through progressively complex problems, explicitly requiring them to apply learned concepts in new ways. For example, students apply their knowledge of addition and subtraction to multi-step problem scenarios. A student might encounter a problem like: "Sarah had 56 stickers. She gave 15 stickers to her friend, then bought 25 more. How many stickers does Sarah have now?" This task requires students to apply conceptual knowledge of subtraction and addition within a multi-step, real-world context.

The Skill Plan provides students with opportunities to expand their understanding of money and time through real-life scenarios. For example, students can calculate "How much money is there?" when presented with a picture of coins, such as a quarter, a dime, a nickel, and a penny. Additionally, students view pictorial models of clocks and practice telling time by matching analog clocks to digital clocks, reinforcing their skills with real-world applications.

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 provide skill practice that supports automaticity by helping students develop speed and accuracy with math facts and operations required for the grade level. For example, when learning to multiply by two, five, and ten, students repeat practice to automate the recall of multiplication facts.

The materials foster procedural fluency by combining skill repetition with conceptual clarity, allowing students to complete grade-level mathematical tasks. In the Skill "Divide by 1, 2, 5, and 10," students build fluency in basic division facts through consistent practice with immediate feedback, reinforcing the connection between multiplication and division.

The materials provide a Skill Plan in which students complete timed, adaptive drills to build their automatic recall of multiplication facts. As students demonstrate accuracy and speed, the program gradually increases in difficulty.

The materials provide games like "Break the Bank—Counting Money" and "Clear It Addition," which build students' automaticity and fluency.

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

The materials promote flexibility by presenting multiple solution strategies and representations, encouraging students to choose and explain different procedures. In the Skill of Relating Addition and Multiplication, students explore repeated addition and arrays, linking them to multiplication facts.

The Skill adaptive activities naturally progress in difficulty, allowing students to encounter and evaluate increasingly efficient strategies as they advance. For instance, the Multiply by 10 Skill helps students transition from repetitive multiplication or skip counting to using place-value patterns.

The material encourages efficient procedures by guiding students through streamlined strategies and methods embedded in the practice tasks. For example, students practice multiplying by powers of 10 efficiently by understanding place value.

The materials support accuracy by embedding immediate feedback, scaffolding, and opportunities for error correction within practice tasks.

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 guide students toward selecting increasingly efficient approaches to solving mathematics problems. The Recommendations Wall presents students with various mathematical representations, models, and strategies (such as visual models, numeric shortcuts, and standard algorithms), encouraging them to evaluate the quickest and most adaptable approach for the task.

In the Find the Number In Each Group activity, students engage in Think and Talk to discuss "Did Jenny make a mistake? How do you know?" Students must evaluate whether Jenny's problem-solving was correct and why. In reviewing Jenny's problem, it is evident that her solution was correct.

The material provides students with a SmartScore that directly reflects accuracy. A dropping SmartScore or prolonged struggle in a skill signals to the student (and teacher) that their current understanding or method is not consistently leading to accurate solutions. This feature prompts them to reevaluate their approach to achieve a higher score.

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

The materials provide Skill Practice activities with progressively increasing difficulty levels built into each skill, allowing students to encounter and evaluate increasingly efficient strategies as they advance naturally. As students answer correctly, the questions become more complex. In the Multiply by 10 Skill, students transition from repetitive multiplication or skip counting to using place value patterns.

The materials include the Recommendations Wall, which allows students to encounter multiple strategies (e.g., visual models, numeric shortcuts, standard algorithms), encouraging them to select the quickest and most adaptable approach for each task.

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 and procedural emphasis of the TEKS are addressed; however, the materials guide students through a clear understanding progression, from concrete manipulation to abstract application.

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

Within the Skill practice, students use concrete models to answer questions and complete tasks. For example, in the "Create figures with a given area" skill, students manipulate square tiles to create figures to match the given area. In the graphing skill practices, students input data and construct bar graphs to match the data. In "Make arrays to model division," students use counters to model an array to match the division equation.

Within the Skill practice, students use pictorial representations to answer questions and complete tasks. For example, in the place value Skill lessons, students use pre-built base-ten blocks and match the picture to the given number. In "Count equal groups," students use equal group representations to solve foundational multiplication questions.

Within the Skill practice, students use abstract models to answer questions and complete tasks. For example, in the "Complete the addition, subtraction, multiplication, or division sentence" skill, students add missing numbers to complete the equation. In "Decompose fractions into unit fractions," students use the unit form to create fraction equations.

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.

In the skill practice on time, students manipulate clocks and use number lines to answer questions about elapsed time. Students then connect their understanding and use these tools to answer elapsed time questions using symbolic strategies.

In the Using Multiplication to Divide Lesson plan, students create models, such as arrays and equal groups, to model division. They then use this to explain division strategies symbolically. Additionally, students engage with interactive opportunities to create pictorial representations, such as strip diagrams, directly on the screen to solve word problems and build conceptual understanding before moving to more abstract tasks.

In a grade 3 fractions skill, students draw and cut models of fractions (a large circle and a smaller circle cut into equal parts). Students use the visual to explain the abstract concept that equal parts of different wholes result in different-sized portions, even with the same fractional notation.

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.

In the Understanding Multiplication lesson, the materials support students in developing academic mathematical language using visual representations such as pictorial models, repeated addition, and skip counting to help students grasp concepts like factors, products, and equal groups. The lesson also integrates language development strategies through sentence stems such as "There are __ groups," or "There are __ in each group."

In the Comparing Fractions lesson, support students in developing academic mathematical language. It leverages visual fraction models, including fraction strips and number lines, to help students understand and apply terms like *less than* and *greater than* during discussions. The lesson also integrates language development strategies. For instance, problems guide students to review comparing concepts using symbols, and the lesson encourages students to read the number sentence aloud to internalize the meaning of substituting the words greater than and less than with their corresponding symbols.

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 educator guidance to extend students' use of academic mathematical vocabulary through Think and Talk, and Show and Talk sections. These prompts, strategically placed within Takeoff lessons, directly guide teachers to encourage student discussion using targeted academic vocabulary while students explain their reasoning or strategies. For example, in a lesson on multiplication properties, a Show and Talk prompt asks, "Color the row and column in the multiplication table that show products with 3 as a factor. What do you notice about that row and column? Which property of multiplication is this pattern related to?"

The Language Tips provide explicit teacher guidance to scaffold and support vocabulary use during peer communication. For instance, in a Takeoff lesson about quadrilaterals, a Language Tip advises,

"Throughout this lesson, remind students to use the personal picture dictionaries that they made earlier in the unit as needed. If your students are ready, consider having them use more complex frames to explain their thinking throughout this lesson: 'My shape is a __ and a __ because __.' 'My shape is neither a __ nor a __ because it has/does not have __.'"

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

The materials include embedded guidance to support student application of appropriate mathematical language and academic vocabulary in discourse. For instance, in a lesson on multiplication properties, students engage in discussions using academic vocabulary such as associative and commutative properties. Following a practice problem, the teacher engages students in a Compare and Talk activity. The embedded guidance explicitly directs the teacher to facilitate a discussion where students actively compare their thinking, identify the property used, and explain their reasoning using the correct mathematical vocabulary.

A lesson on volume includes sentence stems that directly support students in applying academic vocabulary and engaging in structured mathematical discourse. For example, the materials include the sentence stem, "The amount of space a liquid takes up is its __," and fill-in-the-blanks like "label the measuring cup with liter and milliliter." The stems provide scaffolding for students to use terms such as *volume*, *liter*, and *milliliter* accurately and in context as they discuss and describe measurements.

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

The Takeoff lesson on multiplication patterns includes open-ended questions and prompts to encourage students to explain their reasoning and justify their answers during peer discourse. For example, students color patterns and then discuss what they notice with classmates through prompts like "Why does this pattern happen?" and "What do you notice about rows and columns?".

Within the Drawing Quadrilaterals lesson plan, the materials provide embedded guidance to facilitate mathematical conversations using sentence frames to aid peer dialogue. For instance, students use frames such as "I drew a __ but mine is different because __," and "One thing that is similar about our shape is that they both have __". These sentence frames offer structured support as students draw quadrilaterals with specific properties (e.g., at least two right angles) and then compare and discuss their drawings 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.

The material's Skill problems provide immediate feedback when students submit incorrect answers. Embedded guidance with a step-by-step rationale follows incorrect student responses. For example, in a skill on multiplication facts, when a student provides an incorrect answer, the platform offers a visual array with the explanation: "This array shows that $7 \times 3 = 21$. It has 7 rows with 3 dots in each row." Additionally, it provides a number line representation: "This number line also shows that $7 \times 3 = 21$. Count by 3s on the number line. Count forward 7 times."

The materials do not include embedded guidance to anticipate a variety of student answers, including exemplar responses to questions and tasks. The materials include one exemplar response to questions and tasks in the Takeoff lessons.

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 integrate the process standards into the materials appropriately. For example, in grade 3, the lesson about solving problems involving time seamlessly integrates the 3.1A process standard, applying mathematics to problems in everyday life. Students solve real-world scenarios that require calculating elapsed time.

The material aligns content standards with interactive, real-world problem-solving tasks, engaging students in process standards. For example, during skill practice on division word problems, the materials embed 3.1A. Students engage in solving real-world division problems.

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. The Skill Plan lists lessons for each of the process standards, but it does not describe how they connect throughout the learning pathways.

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

The materials in the Skill Plan section list and link all the process standards and include the lessons that align with each standard. For example, 3.1A lists 37 skills that incorporate this standard.

The materials categorize the content under each process standard. For example, 3.1B aligns with content skills of addition and subtraction, multiplication and division, mixed operations, fractions, perimeter and area, time, and data.

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 incorporate open-ended writing prompts that foster mathematical thinking and sense-making. For instance, after mastering strip models for division, students are given a visual strip model (pictorial model) and asked to "Write a word problem that matches the strip model." After writing the word problem, the prompt requires students to explain their reasoning, justify their answers, and consider alternative approaches, thereby promoting deeper understanding of mathematical concepts and procedures.

In the Types of Quadrilaterals lesson, students are challenged to sort shapes on a Venn diagram based on quadrilateral attributes. This activity requires them to classify shapes (rhombuses, rectangles, both, or neither), persevere when encountering shapes that do not fit the diagram, and make sense of how squares can be both rhombuses and rectangles.

The student-facing Challenge Zone pushes students to do complex, multi-step problems beyond basic recall, requiring perseverance and flexible application of concepts.

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

The materials include Teacher Notes that explicitly guide educators in demonstrating and discussing multiple ways to solve problems and complete tasks, thereby supporting students in understanding and justifying these varied approaches. For instance, in a grade 3 lesson on using strip models for division, the teacher guide advises, "For #4, point out that you could draw an array or equal groups for this scenario, but a strip model matches the scenario better as it shows one length split into parts. Ask students what information they know and what they need to find." This guidance prompts teachers to highlight alternative strategies and encourage students to consider method selection.

In a lesson on "Use multiplication to divide," the materials guide students to use the inverse relationship between multiplication and division. Students must relate a division problem ($30/6$) to a multiplication equation ($5 \times 6=30$), use mental math to find the unknown ($30/6 = _$), and then write a related multiplication equation to explain their thinking. Students solve problems using more than one mathematical operation.

In a lesson on "Solve problems involving area," students discuss strategies for finding the area of an irregular shape. Students consider multiple approaches, such as counting individual tiles or recognizing the shape as a larger rectangle with tiles removed, and then explain their solution to justify their chosen method.

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 the Use Equal Groups to Multiply lesson, a guided session on Compare and Talk explicitly prompts students to discuss, "How does each way show the number of groups? The number in each group? The total?" Students then collaboratively model multiplication through various representations (repeated addition, skip counting). Students write about math by justifying a peer's doubling of a recipe, explaining, "How do you know?"

The materials require students to make sense of mathematics by providing multiple opportunities for students to do, write about, and discuss math. For example, open-ended writing prompts encourage students to write about math by asking them to "Write a word problem that matches the strip model" after mastering division with the tool.

The materials provide embedded discussion prompts and collaborative routines. For example, in a lesson on equivalent fractions, a Think and Talk prompt asks students, "Do you agree that Jeremy and Mei ate the same amount of pizza? Why or why not?" This guides them to engage in explanations and justifications.

Additionally, students are given structured opportunities to do math collaboratively and explore different solution methods. In a multiplication lesson, teachers have students solve a problem and complete their partner's problem using a different method. Students apply and compare strategies with a peer.

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 and reflect on their problem-solving approaches, including explanations, arguments, and justifications through explicit discussion prompts, teacher-facilitated questioning, and structured routines. For example, in a Take-off lesson on equivalent fractions, teachers engage students in a "Think and Talk" activity. Students answer questions such as, "Do you agree that Jeremy and Mei ate the same amount of pizza? Why or why not?"

The materials support educators in guiding students to share and reflect on their problem-solving approaches, including explanations, arguments, and justifications. For example, in the Types of Quadrilaterals lesson, the materials provide sentence stems to aid in student justification discussions such as, "My shape is a __ and a __ because __," and "My shape is neither a __ nor a __ because it has/does not have __."

The materials embed a variety of targeted prompts and activities to support student discourse. For example, in the "Find the number in each group" lesson, a prompt challenges students to analyze a pictorial model of a division problem ($10/2$) and identify "what mistake Ronald made," requiring them to explain in writing and discuss their reasoning. Similarly, in the Draw Quadrilaterals lesson, students are asked to "Draw a quadrilateral that is neither a rhombus nor a rectangle" and "Explain how you know . . ." which prompts them to share and justify their thinking orally and reflect on the specific attributes of each shape.

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

The materials include digital quizzes that provide immediate scoring and personalized feedback. Upon entering incorrect responses, the materials immediately include the rationale and a video for remediation of the skill. For example, when students enter the wrong answer for the problem, "Which factors multiply together to make 72?", the answer rationale will state, "Your answer is incorrect; look in the box for factors of 72. What two numbers from the box can you multiply to get 72?"

The materials effectively include prompts and guidance to support educators in providing explanatory feedback based on student responses and anticipated misconceptions. In a "Use multiplication to divide"

lesson, teachers help students connect multiplication and division. After circling the multiplication equation corresponding to $30 \div 6$, students use mental math to find the missing factor (quotient). The guidance further instructs teachers to have students "write a related multiplication equation and use it to divide," and to "Remind them that they can ask questions like 'What times 3 is 27?' or '7 times what is 14?' to find the unknown quotients."