

IXL Learning, Inc.

Supplemental English Mathematics, 5

IXL Math Grade 5

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%	129	2	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 Texas Essential Knowledge and Skills (TEKS) integrated into grade 5 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 tell the educator 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. The guide supports educators with daily grade 5 instruction, lesson planning, delivery guidance, and methods

for checking understanding. The "Implementation Guide for Weekly Instruction" and the "Skill Plans" integrate these adaptive resources. Educators can utilize just-in-time support by tailoring activities to students' immediate proficiency. Enrichment and extension videos challenge advanced learners, while intervention resources support struggling students.

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" provide professional development videos covering 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 materials and 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. For example, in Module 1, Lesson 2 of the grade 5 Bluebonnet Learning path, the material lists three learning objectives with an additional objective (e.g., "Multiply and divide by a power of ten") to consider under the "Also Consider" section.

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 four to five practice problems per day). Each lesson includes the prompts "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 their child's progress. This document provides tips such as "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 clear and 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 guidance materials encourage students to answer 10–15 questions weekly to maintain up-to-date data. The materials also provide specific instructions for other assessments, such as 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 clear in the questions, they are not 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 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 5 tasks demonstrate a clear progression, ranging from basic identification and skill application to strategic thinking. Individual skills serve as mini-checks for understanding across two to six 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 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 500 typically indicates readiness to begin working on grade 5 material. Scores below grade level indicate areas 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 guide the teacher in 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 shows the number of questions answered by students and their level of mastery for those skills.

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 covering more than "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 simply 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	The 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 explains the solution process, guiding students 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 support, providing both pre-teaching and embedded support to develop academic vocabulary. For example, the Takeoff lesson "The Coordinate Plane" for grade 5 includes "Additional supports" and "Think and Talk" activities, with teacher notes that provide guidance for pre-teaching and reinforcing vocabulary such as *ordered pair*, *x-axis*, and *y-axis*. These structured activities give students frequent opportunities to use academic language with peers.

Additionally, the materials offer a library of short videos providing specific guidance for teachers on how to utilize various platform features for language support. These resources detail how to leverage IXL's video tutorials—"Lessons," "Learn with an Example," and "Explanations"—to introduce, reinforce, and provide just-in-time support for new vocabulary and concepts. This comprehensive guidance ensures teachers can effectively support all learners in understanding academic language in context.

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 the Video" features to advance their skills. For example, in grade 5, if students master multiplying three-digit numbers by two-digit numbers, they can advance to working with multiplication within ratios and rates in math word problems.

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 5 lesson on estimating products of whole numbers and decimals includes teacher notes and guidance for students to estimate the cost of groceries, the number of items needed for a party, and their purpose.

The material provides options within a "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 materials provide explicit prompts and guidance to help educators effectively build students' knowledge of quadrilaterals. The lesson plans include warm-ups that prompt educators to activate students' prior knowledge. For example, before diving into specific quadrilaterals, the lesson guides teachers to review quadrilaterals in general, along with parallel and perpendicular lines. The materials provide educators with explicit prompts, such as asking students to identify the "quadrilateral that does not belong" and justify their choice or to draw examples of parallel and perpendicular lines.

The materials guide educators in teaching students to use tick marks to identify equal sides on shapes, helping to anchor the big idea of side properties. The materials provide explicit guidance for educators to support students in understanding that they can classify shapes in multiple ways. For instance, the lesson plan encourages a discussion about shapes with multiple properties, such as a square being a rectangle and a rhombus. A Venn Diagram activity assists students in sorting shapes based on their attributes (e.g., quadrilaterals with at least one pair of parallel sides vs. quadrilaterals with four right angles), visually highlighting the relationships between different quadrilateral types.

The "Learn with an Example" prompts within each "Skill Practice" section consistently offer direct guidance, define big ideas, and highlight features and patterns. For example, in the skill "Identify Parallelograms," the "Learn with an Example" section explicitly defines a parallelogram, shows examples and non-examples, and uses visual cues to emphasize the property of two pairs of parallel sides. Additionally, the materials include videos that target specific skills, such as "Understanding Rectangles" or "Properties of Trapezoids." These videos activate prior knowledge, anchor key ideas with visual demonstrations, and help students make connections between definitions and visual representations 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.

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 the "Idea for Extension" and "Tip for Support" features 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 towards 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 such as "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 effectively integrate enrichment and extension methods that support diverse forms of student engagement, coupled with clear guidance for educators on their effective implementation. Students engage with "Challenge Problems" or "Word Problem Workouts" that require multi-step reasoning and application of multiple mathematical concepts. For example, a geometry challenge might involve calculating the area of composite shapes or finding missing angles in complex figures, requiring students to apply knowledge of triangles, quadrilaterals, and angle relationships.

The platform offers interactive tools that allow students to explore mathematical concepts. For instance, in a fractions unit, students might use a "Fraction Manipulator" to visually add, subtract, or multiply fractions. Then, they apply this understanding to a "Recipe Scaling" activity, where they adjust ingredient quantities for different serving sizes.

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 English Language Proficiency Standards (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/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/English as a Second Language (ESL) programs. The materials include guidance in the "IXL for English Language Learners" information page for 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 "Classifying Quadrilaterals" 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. Students then create and share riddles with a partner, which provides opportunities for oral discourse that builds background knowledge and helps students practice and refine mathematical language, supporting developing academic vocabulary through oral discourse.

In the "Place Value Patterns" lesson, the "Additional Support" tab provides Spanish versions of key mathematical terms such as *base/base*, *exponent/exponente*, and *factor/factor*. Teachers are guided to review these terms with students before the lesson, supporting cross-linguistic connections through oral discourse and building background knowledge through oral discourse. The guidance also recommends highlighting the power of ten visually, which helps emergent bilingual students increase comprehension through oral discourse.

Visual aids such as graphic organizers and note cards further support students in developing academic vocabulary through written discourse by reinforcing designated math terms. When used alongside discussion, these tools also provide opportunities for oral discourse that increases comprehension and, when paired with bilingual terms, help students make cross-linguistic connections.

The online program features short, interactive written exercises in which students reinforce academic vocabulary by dragging and dropping terms into definitions or matching vocabulary with images. For

example, activities for describing the coordinate plane and understanding decimals in words support developing academic vocabulary and increasing comprehension through written discourse. When students encounter unfamiliar words or phrases, the platform also provides bilingual translations into over 100 languages, supporting making cross-linguistic connections through written discourse.

While many lessons highlight similarities between English and Spanish vocabulary terms and include oral discussion prompts, the materials do not include teacher-facing guidance to extend these supports into written discourse for cross-linguistic connections.

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 address varying levels of complexity, from basic identification of place value positions, to skill application (determining how much a place is worth), to strategic thinking (ordering numbers 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 5 students learn to identify place value up to the thousandths, 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 5.3A begins with students understanding operations with fractions using pictorials and then progresses to

students showing fractions with fraction bars and area models. Students solve fractions using models, represent fractions on number lines, and graph 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 big ideas and prepare them for skill practices that connect concepts horizontally; for example, in grade 5, IXL Takeoff lessons, fractions, decimals, and volume are integrated through word problems and measurement. The material provides lessons to help students with big ideas and prepare them for skill practices that build upon each other.

Students use strip diagrams and arrays to represent and model multiplication with fractions.

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, students in kindergarten use cube trains for counting, addition, and subtraction. In grade 1, they continue using cube trains for these operations. By grades 1–2, the same manipulative is further applied to measuring length, showing how one tool can support evolving mathematical ideas. Number lines serve as a consistent model through 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 to demonstrate a clear progression of relationships.

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 5 "Add Fractions with Models" lesson, students begin with a warm-up activity that reviews foundational concepts, such as decomposing fractions and 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 and output tables, and bar graphs.

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 "Multiplying Fractions" prompts students to analyze the concept by manipulating fraction tiles to represent solutions.

The materials provide opportunities to interpret, analyze, and evaluate models and representations through the use of number lines, strip diagrams, graphs, and word problems that utilize real-world scenarios. For example, in the lesson plan instruction for "Graphing Coordinates on a Coordinate Plane," the materials provide educators with information to facilitate the interpretation, analysis, and evaluation of real-world scenarios, such as "Where is the Bike Shop?" and "Locate the Furniture Shop."

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 grade 5 "Skill Plan," students use interactive tools to shade sections of grids to represent products of decimals or fractions on area models, and manipulate virtual unit cubes to build and determine the volume of rectangular prisms. These activities allow students to visualize and mimic the creation of complex mathematical models. Students construct line plots with fractional data and plot points on a coordinate plane by inputting information within various learning pathways, demonstrating their ability to generate pictorial representations.

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, 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 such as "The table shows a November budget. How much money needs to be earned pet sitting to balance out the budget?"

The "Skill Plan" provides students with opportunities to expand their understanding of money and time through real-life scenarios. Students extend their knowledge of addition and subtraction by solving real-life problems. For example, students solve the following problem: "How much more does a CD cost than a blender using the information from the given chart?"

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 material provides skill practice that supports fluency by helping students develop speed and accuracy with math facts and operations required for the grade level. For example, in the skill of "Adding and Subtracting Fractions with Like Denominators," students develop fluency in fraction computation through repeated, scaffolded practice.

The "Multiplying and Dividing by Powers of Ten" skill strengthens fluency with place value patterns and decimal movement, supporting efficient problem-solving in measurement, decimals, and real-world math tasks.

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.

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 "Add and Subtract Fractions with Unlike Denominators" skill, students apply different methods, such as finding common denominators or converting to equivalent fractions, enhancing procedural flexibility.

The "Skill" adaptive activities naturally progress in difficulty, allowing students to encounter and evaluate increasingly efficient strategies as they advance. For instance, in the "Add and Subtract Decimals" skill, students use concrete models or drawings, such as decimal grids or blocks, to represent and solve addition and subtraction problems involving decimals. As they progress through the adaptive questions and through "Learn with an Example" prompts, the materials guide them toward using the standard algorithm.

The material supports 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. This approach fosters flexibility and accuracy throughout their learning journey.

In the "Feed Me Fractions—Adding Fractions" activity, students engage in "Think and Talk" to discuss problems such as "Did Liam correctly combine the fractions to grow the monster? How do you know?" Students must evaluate whether Liam's problem-solving for adding fractions was correct and explain their reasoning.

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 designed with progressively increasing levels of difficulty 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 "Create line plots with fractions" skill, students construct line plots to match the given data. In the "Draw quadrilaterals" skill, students use a virtual geoboard to create given figures.

Within the "Skill" practice, students use pictorial representations to answer questions and complete tasks. For example, in the "Volume of rectangular prisms made of unit cubes" skill, students use the pictorial representation of cubes to solve volume questions. In the "Area of squares and rectangles" skill, students use the pictorial representations to solve for the area of square and rectangles.

Within the "Skill" practice, students use abstract models to answer questions and complete tasks. For example, in the "Place value" skill, students write the standard form of the expanded unit form equation. In the "Complete addition and subtraction sentences" skill, the materials present students with an addition and subtraction problem solved in standard form, and students enter the missing number to make the equation true.

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 "Volume" lesson, students connect models of stacked unit cubes and representational nets and diagrams to the volume formula ($V = l \times w \times h$). Students create nets and utilize real blocks to recreate

pictures to solve for the volume of solid figures. Students engage in answering questions to explain the connection between the models.

In the "Strategies to Add and Subtract Decimals" lesson, students create number lines and use place value charts to engage in computation of decimals. Students explain how different strategies support their understanding. Students connect pictorial representations in the place value chart to abstract procedures.

The materials prompt students to create pictorial representations, such as strip diagrams, to solve word problems before using abstract models to solve.

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 include a lesson on decimal addition that provides opportunities for students to develop academic mathematical language by strategically integrating visuals and language development strategies. The lesson displays visual aids, including digital base-ten blocks and pictorial models, to help students concretely understand and articulate the place value terms *tenths* and *hundredths* within decimals. The lesson plan incorporates targeted sentence frames, such as "I drew _ ones, _ tenths, and _ hundredths to show __," which serve as scaffolds. These frames enable students to describe the relationship between visual representations and decimal values, fostering the use of academic mathematical language.

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 "Think and Talk" and "Show and Talk" sections, which are embedded prompts within Takeoff lessons that directly guide teachers to encourage student discussion using targeted vocabulary, and students explain their reasoning or strategies. In a grade 5 lesson on volume, students use sentence stems to use the vocabulary term *volume* accurately. For example, "Think and Talk: Can two glasses with different shapes hold the same amount of water? Why or why not? Complete the sentences. The volume of a container is the amount of space __. The volume of a solid figure is the amount of space __."

"Language Tips" found within the materials provide explicit teacher guidance to scaffold and support the use of vocabulary when communicating with peers. For instance, in a grade 5 Takeoff lesson on adding fractions, "Language Tips" guide teachers to "have students discuss with a partner before sharing with the class. As pairs talk, collect and display common words and phrases you hear, such as multiply, same number, and equivalent fractions. Then see if students can revise their responses to use these words and phrases."

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 example, a grade 5 lesson on understanding volume has students actively engage in applying key academic vocabulary such as volume, cubic units, and capacity. The lesson includes interactive tasks where students calculate volume and are prompted to explain their reasoning using precise mathematical terms. An embedded prompt introduces the concept of volume by having students discuss whether different-shaped glasses can hold the same amount of water. After a demonstration, students articulate how the visual evidence confirms they have the same volume.

The grade 5 lesson on place value patterns includes specific sentence stems designed to support students in applying academic vocabulary and engaging in structured mathematical discourse. Examples of these stems are "The __ is used as a repeated factor" and "The __ tells you how many times the base is used as a factor." These scaffolds directly support students in using terms such as *base* and *exponent* accurately and in context as they discuss and describe place value relationships.

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

The materials provide embedded guidance to facilitate mathematical conversations, allowing students to hear, refine, and use math language with peers. The Takeoff lesson plan on adding fractions with models includes open-ended questions and prompts that encourage students to explain their reasoning and justify their answers in peer discourse. For example, students engage in a "Think and Talk" about "one way to add fractions with unlike denominators and how to figure out common denominators." Students also "Explain how to find a common denominator for $\frac{4}{7} + \frac{1}{2}$." Students use precise mathematical language such as *unlike denominators* and *common denominators* as they articulate their reasoning to their peers.

In the "Understand Volume" lesson plan, the materials provide embedded guidance designed to facilitate mathematical conversations using sentence frames. Students use sentence frames such as "I fill the box with __ cubes, so its volume is __ cubes," or "I built the prism with __ cubes, so its volume is __ cubes." Additionally, students discuss "similarities and differences between finding the volume of a container and a solid figure." Students use the terms *volume*, *cubic units*, *container*, and *solid figure* while engaging in discussion with their 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. In a grade 5 skill on addition using properties, the platform displays each property along with an example problem when a student makes a mistake and needs redirection. For example, "Commutative property of addition: You can add numbers in any order and get the same sum. Example: $14 + 2 = 2 + 14$."

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, the lesson about solving multi-step word problems involving decimals integrates 5.1A, applying mathematics to problems in everyday life, process standard. During the lesson students solve complex word problems that involve decimals, directly promoting the application of mathematical reasoning to practical, real-world situations.

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.

In the "Skill Plan" section, the materials list and link all the process standards and include the lessons that align with each process standard. For example, 5.1A lists 44 skills that incorporate this standard.

The materials categorize the content under each process standard. For example, 5.1B aligns with content skills of addition and subtraction, division, multi-step problems, order of operations, and data and graphs.

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.

In a quadrilaterals lesson, students think mathematically to use definitions to classify shapes, then make sense of mathematics by justifying their conclusions in a prompt, such as "Do you agree (a square is a quadrilateral)? Why or why not?" A separate prompt challenges students to create a problem, asking them to "Write a division problem that the model could represent. Include the quotient in your story."

The materials challenge students to persevere through complex tasks. In a lesson on volume, students apply a non-standard strategy for finding the volume of a compound figure using the following instruction: "Use Chase's way to find the volume." This encourages students to try new approaches when solving problems.

The student-facing "Challenge Zone" reinforces perseverance by presenting multi-step, higher-order problems without the usual hints, pushing students to think flexibly and apply concepts in unfamiliar ways.

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, explaining, and justifying that there can be multiple ways to solve problems and complete tasks through explicit guidance for teachers and structured activities for students. For example, in a lesson on volume, the "Teacher Notes" guide educators in showing a subtraction strategy for finding the volume of a compound figure and discussing with students that this is just as valid as the addition strategy presented earlier. The materials prompt discussion about how it does not matter if students use the addition or subtraction strategy, but sometimes one method is faster.

In a lesson on multi-step word problems, students find the product of a whole number and a two-digit number using partial products and the standard algorithm. Students discuss several ways to use the product to find the final answer and explain how their solution works.

In a lesson on dividing decimals, students discuss how two different models (Mariana's and Kai's) can represent two different expressions, even though they look similar. Students explain and justify why different representations are valid based on understanding place value.

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 discussion prompts and collaborative routines. For example, a "Think and Talk" prompt in a volume lesson asks, "Can two glasses with different shapes hold the same amount of water? Why or why not?" Similarly, a "Compare and Talk" prompt in a comparison word problems lesson directs students to discuss "Which model matches the description? How do you know?"

Students write about their mathematical thinking during lessons. For example, a prompt asks students to "Write a division problem that the model could represent. Include the quotient in your story."

The materials provide structured opportunities for students to work collaboratively on math. In a lesson on multiplying and dividing decimals, students discuss and compare different models to see how they can represent various expressions.

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 volume lesson, teachers are prompted to engage students in a "Think and Talk" activity by asking, "Can two glasses with different shapes hold the same amount of water? Why or why not?"

In a multi-step word problems lesson, the materials prompt teachers to have students discuss several ways that students could use the product to find the answer and explain their solution.

The materials provide guidance for teachers to help students justify their mathematical classifications. For example, in the "Classify Quadrilaterals" lesson, teachers have students use graphic organizers to classify and justify their quadrilateral classification.

In a decimals lesson, teachers have students "discuss how Mariana's model could look like Kai's model even though they represent two different expressions." Students explain and justify why using different models can still represent the same problem.

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 include consistent prompts and guidance to support educators in providing explanatory feedback based on student responses and anticipated misconceptions. This is accomplished through both embedded instructional notes and automated platform features.

The "Tips for Support" feature in a grade 5 lesson on multi-step word problems offers clear guidance for teachers to address common student struggles. For example, it suggests having students "circle,

underline, or highlight the information they need for each step," and it provides specific questions to ask students who are unsure what multiplication expressions represent. This guidance gives educators a concrete strategy to address a fundamental misconception about breaking down complex problems.

When students answer incorrectly during digital skill practice, the platform provides immediate feedback with clear, explanatory guidance. For example, in a lesson on dividing whole numbers by unit fractions, the program shows visual models and step-by-step reasoning to clarify the concept. This system is designed to address anticipated misconceptions proactively, and if a student's difficulty persists, the platform may direct them to review foundational skills, providing another layer of support.