

IXL Learning, Inc.

Supplemental English Mathematics, K

IXL Math Kindergarten

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%	109	1	Flags Addressed	Not Applicable	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	13 out of 21	62%
2. Progress Monitoring	18 out of 23	78%
3. Supports for All Learners	29 out of 37	78%
4. Depth and Coherence of Key Concepts	16 out of 16	100%
5. Balance of Conceptual and Procedural Understanding	33 out of 38	87%
6. Productive Struggle	19 out of 19	100%

Breakdown by Suitability Noncompliance and Excellence Categories

SUITABILITY NONCOMPLIANCE FLAGS BY CATEGORY	IMRA REVIEWERS	PUBLIC	Flags NOT Addressed by November Vote
1. Prohibition on Common Core	8	0	0
2. Alignment with Public Education's Constitutional Goal	0	0	0
3. Parental Rights and Responsibilities	1	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 the English Language Proficiency Standards (ELPS) in the alignment guide with a rationale for learning paths across grade levels (vertical alignment), and within the same grade level (horizontal alignment).	2/5
1.1b	All criteria for guidance met.	3/3
1.1c	All criteria for guidance met.	2/2
1.1d	Materials do not include guidance for unit internalization.	1/2
1.1e	All criteria for guidance met.	2/2
—	TOTAL	10/14

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Lesson plans include a clear objective, materials, embedded supports, and a teaching sequence that moves from guided to independent practice. For example, the Take Apart Subtraction Stories Lesson,, provides a printable outline, teacher notes, and a summary for reinforcement.

The Learning Hub includes instructional tools such as Reliable Routines, sample lesson flows, and planning aids that guide teachers through lesson preparation. These resources appear under Daily Planning and Instructional Strategies.

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

The Learning Hub and Help Center provide user guides, onboarding resources, and step-by-step visuals to support district and campus implementation. The Getting Started section includes tools like the "Administrator Quick Start Guide," implementation calendars, and class-setup walkthroughs with embedded links and training modules.

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

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

1.2 Lesson-Level Design

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

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

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

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

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

The materials offer flexible, TEKS-aligned lesson components that support instructional decisions based on textbook alignment, student performance, or district pacing. Tools like the Skill Plan allow teachers to customize learning paths using filters for standards, curricula, or assessments. Instructional supports—including learning objectives, guided and independent practice, and student-facing skill tracking—are available in the Learning Hub and "Implementation Guides."

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

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

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

IXL provides family resources in English and Spanish, including printable guides explaining how to log in, supporting learning, and encouraging practice at home. These materials are available in the Help Center and the For Families section of the *Learning Hub*, which also offers getting-started guides, a skill plan, and

printable activities. Families can access tools like the IXL Family Letter with login tips and progress-tracking guidance.

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

2. Progress Monitoring

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

2.1 Instructional Assessments

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

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

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

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

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

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

The materials include guidance to ensure consistent administration of instructional assessments. The "Real-Time Diagnostic Guide" recommends setting aside two dates and 20–25 minutes for administration and establishing clear routines for ongoing weekly use to maintain consistency across classrooms.

The materials provide step-by-step guidance to ensure accurate administration of diagnostic assessments. The "Diagnostic in Real-Time Mode Guide" offers detailed instructions for students to

access and take the assessment, check their progress, and continue answering questions to ensure data accuracy.

The "Implementation Guide for Diagnostic Assessment" includes additional procedures for consistent and accurate administration of instructional assessments, outlining teacher expectations, routines, accountability, and follow-up for Real-Time Diagnostic, Flex Diagnostic, and other assessments. For example, the materials suggest teachers encourage students to answer 10–15 diagnostic questions weekly to keep their data up to date.

2.1c – Digital assessments include printable versions and accommodations, including text-to-speech, content and language supports, and calculators, that educators can enable or disable to support individual students.

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

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

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

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

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

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

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

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

The materials include a variety of formative assessments with TEKS-aligned tasks and questions that support varying levels of complexity. For example, lessons and skill practice progress from basic recall and simple identification tasks to higher-order reasoning, such as interpreting and creating picture graphs, modeling numbers, and justifying answers through peer discussions.

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

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

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	Materials do not include a rationale for each correct and incorrect response.	1/3
2.2b	All criteria for guidance met.	1/1
2.2c	All criteria for guidance met.	2/2
2.2d	This guidance is not applicable to the program.	N/A
2.2e	All criteria for guidance met.	1/1
—	TOTAL	5/7

2.2a – Instructional assessments include scoring information and guidance for interpreting student performance, including rationale for each correct and incorrect response.

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

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

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

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

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

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

The Flex Diagnostic Overview tab provides teachers with a detailed breakdown of student performance, 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.

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

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

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

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

2.2d – If designed to be static, materials provide prompts and guidance to support educators in conducting frequent checks for understanding at key points throughout each lesson or activity.

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

2.2e – If designed to be adaptive, materials provide frequent checks for understanding at key points throughout each lesson or activity.

The materials provide real-time feedback after each question, enabling frequent checks for understanding as students work through skills. The program adjusts instruction based on student

responses, offering new recommendations and personalized tasks aligned to performance. For example, the Recommendation Wall updates dynamically with notes like Try Something New or Because you Excelled, prompting next steps based on student progress.

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

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

3. Supports for All Learners

Materials support educators in reaching all learners through design focused on engagement, representation, and action/expression for learner variability.

3.1 Differentiation and Scaffolds

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.1a	All criteria for guidance met.	1/1
3.1b	Materials do not include explicit educator guidance for unfamiliar references in the text.	3/4
3.1c	All criteria for guidance met.	2/2
3.1d	Materials do not include accommodations, including text-to-speech, content and language supports, and calculators that educators can enable or disable to support individual students.	0/3
3.1e	All criteria for guidance met.	2/2
—	TOTAL	8/12

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

The materials include educator guidance to identify and support students not yet meeting proficiency in prerequisite or grade-level skills. Tools like Live Classroom and Real-Time Diagnostics allow teachers to pinpoint gaps and receive tailored instructional recommendations based on student performance. For example, when a student struggles with "Count forward - up to 20," the materials recommend prerequisite review skills such as "Count on a chart - up to 20."

Lessons provide explicit guidance for scaffolding during instruction. Educator tips and embedded prompts suggest supporting student thinking and reinforcing understanding throughout each activity. For example, lessons include strategies that scaffold number sense using pictorial representations and tactile supports.

The platform automatically recommends scaffolded skill content based on diagnostic data. Teachers receive actionable next steps and can monitor performance in real time. The skill progressions are aligned to the TEKS and designed to build toward grade-level proficiency.

3.1b – Materials include explicit educator guidance for language supports, including pre-teaching and embedded supports for developing academic vocabulary and unfamiliar references in text.

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

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

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

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

The materials include explicit educator guidance for enrichment and extension within Skill Plan, offering optional challenges for students demonstrating grade-level proficiency. For example, in the Describe Objects lesson, teachers are prompted to "challenge students to draw a bucket that is taller, wider, and holds more than the bucket shown". The materials include sidebar notes within some of the teacher lessons outlining specific suggestions for enrichment and extension tasks that encourage deeper exploration of concepts and skills.

Students who demonstrate proficiency in grade-level or above-grade-level skills receive access to increasingly rigorous tasks through adaptive skill pathways. For example, through the Teacher Dashboard, educators can identify students ready for enrichment and access teacher guidance on recommended next steps aligned to adaptive skill progression.

3.1d – Digital materials include accommodations, including text-to-speech, content and language supports, and calculators that educators can enable or disable to support individual students.

The materials do not include accommodations, including text-to-speech, content and language supports, and calculators that educators can enable or disable to support individual students.

Text-to-speech, including diagnostic items, is automatically available across kindergarten through G2 math skills. Students can click a speaker icon to hear directions, questions, and answers read aloud, but this cannot be enabled or disabled by the educator for individual students.

3.1e – Materials include educator guidance on offering options and supports for students to demonstrate understanding of mathematical concepts in various ways, such as perform, express, and represent.

The materials include educator guidance on offering students multiple ways to demonstrate understanding of mathematical concepts. Lessons include sentence stems, prompts, and suggestions, such as drawing, writing, circling, or discussing. For example, in the Greater Than lesson, teachers are guided to have students compare quantities by circling numbers, drawing representations, or discussing with peers.

Educators receive support for selecting or assigning activities that align with individual student needs. Materials include recommendations for using manipulatives, number lines, diagrams, or pictorial representations to help students express their understanding in varied ways. For example, students can demonstrate counting to 5 using pictures, cubes, ten frames, or numerals.

The platform supports representation through multiple modalities, including Skill Previews that show varied formats and embedded features like audio instructions, sentence stems, and pictorial representations. For example, the Additional Support tab in teacher lessons provides scaffolds that allow students to express their thinking using pictorial representations and oral language.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	All criteria for guidance met.	5/5
3.2b	This guidance is not applicable to the program.	N/A
3.2c	All criteria for guidance met.	3/3
3.2d	All criteria for guidance met.	2/2
3.2e	All criteria for guidance met.	2/2
—	TOTAL	12/12

3.2a – Materials include explicit (direct) prompts and guidance for educators to build knowledge by activating prior knowledge, anchoring big ideas, and highlighting and connecting key patterns, features, and relationships through multiple means of representation.

The materials include explicit prompts and guidance for educators to activate prior knowledge. For example, in the Greater Than lesson, the teacher begins by asking students what they notice in a picture before introducing academic vocabulary. Similarly, the video “Count up to find the next number up to 20” reviews numbers below 10 before progressing to 20.

The materials anchor new content in broader mathematical concepts through educator-facing guidance that situates skills within conceptual domains. For example, the Skill Plan group lessons by big ideas such as number sense or operations, helping educators introduce new learning within a coherent conceptual framework.

The materials include explicit teacher supports that guide educators in activating prior knowledge and highlighting patterns and relationships using multiple means of representation. For example, embedded guidance within adaptive lessons and the Recommendation Wall prompt teachers to make connections across related concepts and use visuals, numerical patterns, and videos to support conceptual understanding.

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 for various types of practice, including guided, independent, and collaborative models. For example, students engage in independent skill practice

through adaptive tasks and personalized Recommendations, receive guided support during teacher-monitored sessions like Live Assessment, and participate in collaborative learning through activities that address identified Trouble Spots.

The materials support multi-tiered intervention across various instructional structures, including whole-class, small-group, and one-on-one settings. For example, educators can pull small groups based on diagnostic data, monitor individual progress in real time using the Live Classroom view, or adjust instruction for the whole class based on trends surfaced through the Real Time Diagnostic.

The materials provide educator guidance to support the effective implementation of multi-tiered intervention methods. For example, the "Implementation Guide for Live Assessment" walks educators through how to plan your lesson, deliver your lesson, and dig into data. At the same time, the system offers real-time, color-coded reports and corrective feedback to help teachers make in-the-moment decisions and reteach when needed.

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

The materials include enrichment and extension methods that support various forms of engagement. For example, as students demonstrate proficiency, the program provides access to Challenge Zones, adaptive practice that advances them to more complex skills, and interactive elements such as videos and games that promote deeper exploration of mathematical concepts.

The materials offer personalized enrichment through adaptive technology that adjusts to students' performance and readiness. For example, students working through Personalized Practice are guided toward more advanced content as they master foundational skills, supporting continuous progression and engagement beyond grade-level expectations.

The materials include guidance to support educators in the effective implementation of enrichment and extension methods. For example, the "Implementation Guide for Personalized Practice" helps educators determine when to intervene or enrich and offers strategies to ensure students work on the skills that best support their growth.

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

The materials include prompts to support educators in providing timely feedback during lesson delivery. For example, during a Group Jam, the platform prompts the educator to explain the correct answer and decide whether to continue with a similar question, adjust difficulty, or differentiate by breaking into smaller groups.

The materials include embedded tools that support real-time feedback based on student performance. For example, the Live Classroom and Real-Time Analytics dashboards display individual student responses, pacing, and accuracy, enabling educators to step in immediately with verbal or written support.

The materials include guidance to support educators in delivering timely and responsive feedback. For example, the Recommendations Wall helps teachers identify misconceptions or areas for extension and respond during instruction with personalized feedback and reteaching strategies.

3.3 Support for Emergent Bilingual Students

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	This guidance is not applicable to the program.	N/A
3.3b	Materials do not include embedded linguistic accommodations for more than two levels of language proficiency.	2/4
3.3c	Materials do not include implementation guidance to support educators in effectively using the materials in state-approved bilingual/English as a Second Language (ESL) programs.	0/1
3.3d	Materials do not include embedded guidance to support emergent bilingual students in making cross-linguistic connections through written discourse.	7/8
3.3e	This guidance is not applicable to the program.	N/A
—	TOTAL	9/13

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

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

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

The materials do not include adaptive scaffolds to advance students through multiple ELPs proficiency levels, though some lessons include educator guidance for language development. For example, the Build and Join Shapes lesson recommends using hand gestures and anchor charts for vocabulary like *flat*, *solid*, and *curved*, but the materials do not include targeted supports for advanced proficiency levels such as structured academic discussions, embedded academic vocabulary routines, or language objectives that evolve across tasks.

The materials provide embedded linguistic accommodations primarily aligned to Beginning and Intermediate English proficiency levels, such as text-to-speech, translation tools, and sentence stems paired with visuals. These supports help students access content and build foundational academic language. However, the materials do not include features that promote advanced language use across multiple ELPS levels, such as complex sentence structures, evolving scaffolds, or peer discourse routines.

The materials provide visual and audio features to support students at the beginning and intermediate levels of English language proficiency. For example, in the Kindergarten skill “WW.1 Match analog clocks and times,” the sentence “An analog clock has an hour hand and a minute hand” can be read aloud in the selected language, and the Learn by Example section models the concept with visuals and simplified language. Sentence frames like This is a . . . paired with images of shapes support structured language practice.

3.3c – Materials include implementation guidance to support educators in effectively using the materials in state-approved bilingual/ESL programs.

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

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

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

3.3d – Materials include embedded guidance to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

Materials do not include embedded guidance to support emergent bilingual students in making cross-linguistic connections through written discourse. For example, while lessons such as Build and Join Shapes highlight similarities between Spanish and English shape names and include oral discussion

prompts, there is no teacher-facing guidance for extending these supports into written explanations or comparisons across languages.

The materials include embedded supports to help educators develop academic vocabulary and increase comprehension through oral and written discourse. Lessons provide sentence stems and language routines designed to model and practice precise mathematical language during instruction. For example, the lesson Sort, Count, and Compare suggests using stems “like ___ is less/more than ___”, and recommends pairing language learners with peers to model academic talk.

The materials include guidance for building background knowledge through oral and written discourse and making cross-linguistic connections through oral discourse. Educators are encouraged to preview vocabulary using visuals, cognates, and structured prompts to support understanding before new content is introduced. For example, in the Build and Join Shapes lesson, the Language Tips section suggests highlighting similarities between English and Spanish shape names to support concept transfer and background knowledge development.

3.3e – If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

This guidance is not applicable because the program is not designed for dual language immersion (DLI) programs.

4. Depth and Coherence of Key Concepts

Materials are designed to meet the rigor of the standards while connecting concepts within and across grade levels/courses.

4.1 Depth of Key Concepts

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.1a	All criteria for guidance met.	2/2
4.1b	All criteria for guidance met.	4/4
—	TOTAL	6/6

4.1a – Practice opportunities throughout learning pathways (including instructional assessments) require students to demonstrate depth of understanding aligned to the TEKS.

The materials provide practice opportunities throughout learning pathways that require students to demonstrate depth of understanding aligned to the TEKS. For example, in the Kindergarten skill R.2, “Build cube trains to add up to 10,” students drag-and-drop cubes to model addition and complete corresponding word sentences, supporting conceptual understanding of number composition.

Instructional assessments throughout learning pathways require students to demonstrate depth of understanding aligned to the TEKS. In “Count groups up to 10,” students engage with an activity called “Correct mistakes in counting: Up to 10,” where they analyze modeled counting errors using real-world objects, discuss their observations, and explain how to correct the mistakes, promoting reasoning and problem solving.

The materials support teachers in providing TEKS-aligned practice and progress monitoring through individualized learning pathways. For example, teachers can assign skills such as “Counting forward up to 20” and “show numbers with cubes - up to 10’s, utilizing the Skill Analysis Report to monitor student understanding and inform instructional adjustments.

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

The materials include questions and tasks that increase rigor and complexity, leading to grade-level proficiency in the mathematics TEKS. For example, TEKS K.2A counting skills progress from “Count pictures up to 5” to “Count up to find the following number up to 5” and onward to counting without objects to 100, supporting structured mastery of the standard.

Adaptive skill pathways and scaffolded practice allow students to progress beyond core grade-level content through access to advanced concepts and multistep problem solving.

Enrichment and extension materials increase in rigor and complexity, supporting both grade-level and above-grade-level proficiency in the mathematics TEKS. Lesson plans and the Student Dashboard provide targeted IXL skills and recommended enrichment opportunities. Students can extend learning through advanced tasks aligned to TEKS and monitor their growth via the Student Summary.

4.2 Coherence of Key Concepts

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.2a	All criteria for guidance met.	1/1
4.2b	All criteria for guidance met.	1/1
4.2c	All criteria for guidance met.	4/4
—	TOTAL	6/6

4.2a – Materials demonstrate coherence across concepts horizontally within the grade level by connecting patterns, big ideas, and relationships.

The materials demonstrate horizontal coherence by organizing skills in a logical learning sequence that reflects how mathematical understanding develops within the grade. For example, in the Skill Plan, addition and subtraction are taught independently before being integrated in mixed operations practice.

Concepts are connected through patterns, big ideas, and relationships to reinforce understanding. For example, skip counting by tens supports the development of place value by helping students recognize structure in the number system.

The materials group related skills within each Weekly Skill Plan to strengthen conceptual links across the grade level. For example, students begin with counting and basic operations, then move into place value and two-digit addition, building on prior knowledge to deepen understanding of number relationships.

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

Materials are organized so that core concepts build in complexity and depth across grade levels. For example, in place value, Kindergarten students learn to count by 10s and understand tens and ones, while in grades 1–3, they extend this to hundreds and regroup in addition. Skills are grouped by domain rather than grade level, allowing teachers and students to see how concepts progress vertically over time.

The program's diagnostic and recommendation system supports personalized learning paths, suggesting skills that address both prerequisite gaps and opportunities for acceleration. For instance, a student working on the Kindergarten skill "Rectangles" may be directed to a pre-K version for foundational practice before returning to grade-level work, while a student mastering grade 2 place value might be recommended an early grade 3 regrouping skill.

Materials provide multiple opportunities for students to practice concepts above and below grade level through features like the Diagnostic Hub and "Not feeling ready yet?" prompts. These tools identify missed topics, offer targeted review, and extend learning beyond the current grade, reinforcing both readiness and enrichment.

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

Materials connect students' prior knowledge to new learning and future concepts, promoting coherence across lessons and grade levels. For example, in the Takeoff Lesson, "Identify tens and ones up to 20," Kindergarten students learn that 12 is one ten and two ones, laying the foundation for G1–2 skills such as understanding place value to 100 and 1,000 and performing operations with regrouping.

Skills within a domain are intentionally sequenced to build in complexity. In the Takeoff lesson, Classifying and Data, students begin with classifying and sorting shapes, progress to classifying, sorting, and counting, then advance to using and interpreting picture graphs. This gradual progression aligns with TEKS and prepares students for more advanced data representation skills in later grades.

Lesson structures and instructional supports emphasize accessing and building on prior learning. The Recommendation Wall allows students to explore skills from various grades, with each recommendation showing the grade level, while lesson plans and daily instruction sections start with prior learning before introducing new content, reinforcing conceptual connections over time.

4.3 Coherence and Variety of Practice

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.3a	All criteria for guidance met.	2/2
4.3b	All criteria for guidance met.	2/2
—	TOTAL	4/4

4.3a – Materials provide spaced retrieval opportunities with previously learned skills and concepts across learning pathways.

The materials provide spaced retrieval opportunities with previously learned skills through embedded spiral review and skill progressions across learning pathways. For example, in the Kindergarten activity Sort, Count, and Compare, students apply previously learned skills such as shape recognition and counting to compare values and attributes.

Concepts are reinforced over time by reappearing in multiple contexts and increasing in complexity across grades. The program embeds recurring exposure to key mathematical concepts like place value and fractions, increasing in complexity across grades. For example, the concept of equal parts begins with shapes in Kindergarten and is revisited as fractions of shapes and sets in later grades.

IXL's adaptive features provide continuous prompts to revisit prior learning based on student progress. For example, students working on subtraction in upper grades may be guided to practice place value skills introduced in Kindergarten and reviewed in G1.

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

The materials provide interleaved practice opportunities by integrating previously learned skills into new tasks. For example, in the Kindergarten activity "Greater than, less than, or equal to," students use the previously learned skills of counting and number sense to compare values up to ten.

Concepts are interleaved across learning pathways, allowing students to encounter familiar ideas in new contexts. For example, mixed operations practice in Week 22 requires students to determine whether to add or subtract, using foundational number sense and applying it in both equations and word problems.

IXL's Recommendation Wall and Skill Pathways include mixed review tasks that draw from multiple domains and grade levels. For example, students may be prompted to practice addition, time, and fractions in a single session, supporting flexible problem solving and concept integration.

5. Balance of Conceptual and Procedural Understanding

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

5.1 Development of Conceptual Understanding

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.1a	All criteria for guidance met.	3/3
5.1b	All criteria for guidance met.	2/2
5.1c	All criteria for guidance met.	1/1
—	TOTAL	6/6

5.1a – Questions and tasks provide opportunities for students to interpret, analyze, and evaluate models and representations for mathematical concepts and situations.

The materials include tasks that require students to interpret mathematical models and representations, such as connecting cubes, ten frames, dot sets, and picture graphs. For example, in “Count with cubes up to 10,” students view a set of cubes and match it to a numeral to determine quantity.

Students are prompted to analyze pictorial models to identify numerical relationships and structures. For example, in “Count scattered shapes up to 5,” students analyze groups of shapes to determine the total, and in “Make teen numbers” they identify how a number is composed of tens and some ones using a ten frame.

The materials include evaluation tasks that ask students to make judgments about the accuracy or appropriateness of models. For example, in “Match numbers to groups of objects up to 10,” students determine whether the numeral presented correctly matches a pictorial representation of a quantity.

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

The materials include tasks that require students to create concrete models of mathematical situations through interactive, manipulative-style tools. For example, in “Subtraction with cubes numbers up to 10,” students drag cubes to represent subtraction scenarios, simulating hands-on modeling in a digital environment.

Students build pictorial representations to solve problems and illustrate mathematical thinking. For example, in “Model and write addition and subtraction sentences for word problems,” students construct pictorial models to represent the context before completing a number sentence.

Lessons include prompts that guide students to construct or organize pictorial models using objects, such as building cubes or clay, to form and decompose shapes. For example, students create cube trains to model addition and use clay to form 3D shapes in shape composition activities.

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

The materials include tasks that prompt students to apply conceptual understanding in new contexts. For example, students use concrete models to show addition before applying it to making an addition sentence. In the skill "Understanding addition up to 10," students use cubes to show addition before using that knowledge to understand addition equations.

Lessons transition students from practicing foundational concepts to using them in extended applications. For example, in "Counting forward and backward to 10," students identify what comes before or after a number, then apply that knowledge to understand and sequence ordinal numbers.

Tasks challenge students to use their understanding flexibly and make decisions without explicit operational cues. For example, students must represent and solve word problems that do not specify whether to add or subtract, relying on their conceptual knowledge to determine the operation.

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 tasks designed to build automaticity by promoting quick, repeated exposure to foundational number facts. For example, the Skill Plan includes scaffolded drills that support increasing speed and independence, while the Diagnostic Tool identifies fluency gaps and recommends targeted practice to improve automatic recall.

The materials support the development of fluency through scaffolded, grade-level Skill Plan that reinforces procedural accuracy, efficiency, and flexibility. For example, tasks such as "Understanding tens and ones up to 20" use place value blocks and student input to help students connect conceptual and procedural understanding.

The materials include engaging tasks that reinforce fluency in varied formats, including interactive games. For example, in "Molly Adds up to 10," students choose different solution strategies to solve word problems, encouraging flexible thinking, and repeated practice of foundational addition skills.

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

The materials provide opportunities for students to apply efficient mathematical procedures through scaffolded pathways that progress from concrete to abstract. For example, the "Addition up to 5" skill practice moves from using cubes and pictures to symbolic equations, supporting increasingly efficient strategy use.

The materials support flexible procedure use by prompting students to explore multiple strategies and select their preferred approach. For example, in the lesson "More Ways to Add, Numbers 3 and 4," students compare addition strategies and discuss which they find most effective, promoting procedural choice and reasoning.

The materials provide real-time feedback and structured progression to support the accurate application of mathematical procedures. For example, during "Kindergarten counting and numeral recognition"

tasks, students receive instant corrections and explanations for miscounts, reinforcing accuracy as they build foundational skills.

5.2c – Materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy throughout learning pathways.

The materials provide opportunities for students to evaluate the efficiency of mathematical strategies and solutions by encouraging reflection on problem-solving approaches. For example, in the Add or subtract to solve problems lesson, students solve a word problem using any strategy and then reflect on the reasonableness of their answer.

The materials support flexibility by prompting students to solve problems using a variety of tools and representations. For example, students use models, pictures, and fingers to find sums and are guided to explain why they chose a particular method and how it helped them solve the problem.

The materials include tasks that require students to evaluate the accuracy of representations and solutions across multiple formats. For example, in "Which picture graph is correct?," students select the appropriate graph based on a given scenario, and other lessons ask students to interpret or critique models such as base ten blocks and number lines for correctness and logic.

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

The materials contain structured skill progressions that guide students toward increasingly efficient strategies. For example, in "Numbers and counting to 30," students move from using ten frames to number lines to place value blocks, supporting a shift from concrete tools to more efficient visual models.

The materials offer multiple tools and representations within tasks, prompting students to explore and select the strategies that are most effective for them. For example, in lessons such as "Count cubes," "Count on frames," and "Show numbers with cubes," students are presented with a variety of approaches and choose the approach that allows them to solve more quickly or accurately.

The materials include embedded supports that encourage students to refine their strategies as they build accuracy. For example, IXL recommends next-step skills that require more abstract reasoning once students show proficiency, helping them transition from pictorial or concrete methods to more strategic and efficient problem solving.

5.3 Balance of Conceptual Understanding and Procedural Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.3a	Materials do not explicitly state how the conceptual and procedural emphases of the TEKS are addressed.	0/2
5.3b	All criteria for guidance met.	3/3
5.3c	All criteria for guidance met.	6/6
—	TOTAL	9/11

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

The materials do not explicitly state how the conceptual emphasis of the TEKS is addressed. While lessons incorporate hands-on tools and visual models to support reasoning and understanding, the guidance does not clearly identify conceptual learning goals or explain how the materials develop students' understanding of mathematical relationships.

The materials do not explicitly state how the procedural emphasis of the TEKS is addressed. While students engage in scaffolded tasks to build fluency with operations and number sense, the materials do not include teacher-facing explanations of procedural expectations or how these align with TEKS-aligned skill development. For example, in the "Addition Sentence" lesson, students are prompted to read "2 and 1 is 3" aloud and connect the numbers to visuals, but the materials do not label this as procedural fluency or explain its role in skill mastery.

Although the materials include features that support both conceptual and procedural learning, such as the Skill Plan and Diagnostic Recommendations, they do not provide explicit instructional guidance that distinguishes between these two types of emphasis. For example, while the teacher may guide students from using cubes to writing subtraction sentences, the materials do not clarify how this progression addresses conceptual understanding versus procedural skill.

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

The materials provide opportunities for students to use concrete models. Interactive tasks incorporate virtual manipulatives such as cubes, counters, and number lines to simulate hands-on learning experiences that support kinesthetic and conceptual development. For example, in the skill "Count pictures and show a number that is equal up to 5," students use cubes to represent quantities shown in images.

The materials include tasks that use pictorial representations to support student understanding of mathematical concepts. Lessons feature images of objects, strip diagrams, and base-ten blocks to help

students connect visuals to mathematical ideas. For example, in the skill "HH.1 Understand tens and ones up to 20," students view pictorial models of ten rods and ones and interpret the value by typing the corresponding numeral.

The materials incorporate abstract models by prompting students to write numerals and solve problems using symbolic notation. Tasks move from manipulatives and visuals to numerical representations, supporting the transition from concrete to abstract thinking. For example, students may type the numeral 11 in response to a pictorial model showing one group of ten and one additional unit.

5.3c – Materials include supports for students in connecting, creating, defining, and explaining concrete and representational models to abstract (symbolic/numeric/algorithmic) concepts, as required by the TEKS.

The materials include supports for students to connect concrete and representational models to abstract concepts. Tasks provide visual and hands-on experiences that bridge to symbolic representation. For example, in skill "HH. Make teen numbers with models," students view dots in ten frames and identify the total, reinforcing the connection between visual models and equations.

The materials include supports for students to create concrete and representational models that connect to abstract mathematical ideas. Interactive tools allow students to build models and match them with symbolic expressions. For example, in skill "CC.4 Model and write addition and subtraction sentences for word problems," students construct cube models of story problems and drag numbers and symbols to complete a matching equation.

The materials include supports for students to define and explain mathematical concepts using models connected to abstract representations. Students are prompted to verbalize reasoning and choose representations that match quantities and operations. For example, in skill, "UU.1 Which picture graph is correct?," students compare visual quantities and select the graph that accurately represents the data, reinforcing their ability to explain concepts using both models and symbolic reasoning.

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 prompt students to use academic mathematical language in context, often pairing visual supports with vocabulary terms. For example, in the skill activity K.7, "One more and one less with pictures up to 10," students count pinecones in a group and then identify the group with one less, reinforcing the target vocabulary with visuals.

The materials integrate manipulatives and pictorial representations to encourage students to verbalize mathematical thinking and sentence structure. For example, in the skill aligned to K.3A, students "put together numbers using cubes, sums up to 5" and explain their reasoning aloud using phrases like 3 purple + 1 yellow = 4, which introduces mathematical language such as joining and reinforces number sentences.

The materials support language development through comparison tasks and attribute vocabulary. For example, in the lesson "Compare Shapes," students use visual models and discuss how shapes are the same or different by using terms such as *sides*, *vertices*, and *square corners* as prompted by teacher guidance.

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 teacher guidance to support the development of academic mathematical language through modeling, repetition, and sentence stems. For example, in the "Addition sentences" lesson, the teacher models reading an equation like $2 + 1 = 3$ and prompts students to repeat the sentence while pointing to each number or symbol.

The materials include embedded teacher guidance to scaffold student use of academic mathematical vocabulary through sentence frames, modeling, and repetition. For example, in the lesson "Addition

Sentences," teachers are prompted to model how to read number sentences aloud and guide students to repeat them while pointing to each symbol, reinforcing accurate use of terms like *plus* and *equals*.

The materials extend students' use of context-specific vocabulary through teacher prompts that emphasize precise language and spatial terms. In lessons on teen numbers and positional words, teachers are guided to use gestures and structured sentence stems like "*Teen numbers on ten frames*" and "*in front of, behind, inside, and outside*" to support students in articulating mathematical ideas using accurate terminology.

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

The materials include embedded teacher prompts that support the use of accurate mathematical language during discussion. For example, in the Rectangles lesson, teachers guide students to describe shared attributes using terms such as *four straight sides, four corners, and two-dimensional*.

The materials provide scaffolded supports that encourage students to apply and extend mathematical vocabulary through guided questions, modeling, and repetition. For example, in the Sort, Count, and Compare lesson, students are prompted to explain which group has more and justify their reasoning using language such as seven is greater than five.

The materials reinforce vocabulary through repeated exposure and multimodal supports, helping students internalize key math terms. For example, in the Count on ten frames up to 10 lesson, students engage with repeated phrases like *ten frame* and *how many in all?* during video tutorials and interactive examples.

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

The materials support mathematical conversation by prompting students to explain and reflect on problem-solving processes. For example, in the "Correct mistakes in counting: up to 10" activity, students discuss whether a counting sequence is accurate and explain what went wrong and how to fix it.

The materials encourage repeated use of academic language through structured verbal practice and shared dialogue. For example, in the "Write numbers to 20" lesson, students engage in oral counting, identify numbers shown by the teacher, and participate in counting and tracing activities to reinforce vocabulary and sequencing.

The materials include embedded guidance and modeled examples to support peer-to-peer discourse and reinforce academic language. For example, the Learn with an Example feature uses visuals and narration to demonstrate strategies and precise vocabulary before independent practice, enabling students to hear and practice math language in context.

5.4e – Materials include embedded guidance to anticipate a variety of student answers including exemplar responses to questions and tasks, including guidance to support and/or redirect inaccurate student responses.

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

The materials include embedded supports that address student misconceptions through feedback and alternative strategies. For example, in the skill "Before, after, and between, up to 20," if a student answers incorrectly, the program provides an explanation with words and graphics to guide the student to the correct answer.

The materials offer guidance for adjusting instruction based on student needs, such as recognizing varied problem-solving preferences. For example, in the "More ways to add" lesson, teacher notes acknowledge that some students may prefer physical models while others find drawing pictures more convenient, reinforcing the developmental progression from concrete to mental strategies.

5.5 Process Standards Connection

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.5a	All criteria for guidance met.	1/1
5.5b	Materials do not include a description of how process standards are incorporated and connected throughout the learning pathways.	0/2
5.5c	All criteria for guidance met.	1/1
—	TOTAL	2/4

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

The materials embed the TEKS mathematical process standards within interactive tasks that promote modeling, representation, and communication. For example, in the "Count groups up to 10" lesson, students use linked cubes to count objects, write the matching numeral (content), and discuss strategies for keeping track of what has already been counted (process).

The materials prompt students to apply reasoning and use mathematical language to explain their thinking (process). For example, in the "Greater than" lesson, students draw dots to represent a greater quantity and then share how they determined how many to draw, supporting their understanding of quantity and comparison.

The materials incorporate manipulatives, visual models, and vocabulary supports to reinforce mathematical precision and conceptual understanding. For example, students use ten frames, cube trains, and story-based contexts (content) to model addition and subtraction and represent their thinking (process) with equations aligned to process standards.

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

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

Although the "Implementation Guide for Standards Prep" includes an overview YouTube video titled "IXL for Standards Prep," the video does not reference Texas TEKS; it references California state math standards only.

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

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

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

The materials embed process standards into the structure of lessons. For example, in the skill “Count on ten frames,” process standards—such as applying problem-solving strategies or representing with ten frames—are addressed implicitly.

The materials provide external documentation that links IXL skills to the TEKS process standards. For example, the skill “Put numbers up to 10 in order” aligns with K.2C and related process standards.

6. Productive Struggle

Materials support students in applying disciplinary practices to productive problem-solving, including explaining and revising their thinking.

6.1 Student Self-Efficacy

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.1a	All criteria for guidance met.	3/3
6.1b	All criteria for guidance met.	3/3
6.1c	All criteria for guidance met.	3/3
—	TOTAL	9/9

6.1a – Materials provide opportunities for students to think mathematically, persevere through solving problems, and to make sense of mathematics.

The materials provide opportunities for students to think mathematically by prompting them to explore multiple representations and strategies to build conceptual understanding. For example, in the lesson "Make a number different ways using cubes," students view a cube train representing a sum of five and are prompted to create a different combination using two colors, encouraging flexible thinking about number composition.

Students are supported in persevering through problem-solving by choosing their own strategies and reflecting on their reasoning as they work through contextual tasks. For example, in Add or Subtract to Solve Problems, students listen to a word problem, determine the operation, act it out or draw a model, and solve it using a strategy of their choice before justifying their answer.

The materials promote making sense of mathematics by prompting students to interpret and justify solutions across varied item types and real-world scenarios. For example, students count objects in scattered arrangements, use visuals and models to solve open-ended problems, and receive support tips to identify and correct misconceptions during skill practice.

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

The materials support students in understanding that there can be multiple ways to solve problems by encouraging them to explore and apply varied approaches. For example, in the lesson "Take apart numbers in different ways," students are given an equation, such as $5 = 1 + 4$, and prompted to drag and drop different combinations to complete the sentence $5 = \underline{\quad} + \underline{\quad}$, reinforcing the idea that a single total can be composed in many ways.

The materials support students in explaining different approaches by embedding tasks and prompts that encourage discussion and reflection on how a solution was found. For example, in the lesson "Sort,

count, and compare," students are asked to sort cards and then explain which group has more, justifying their reasoning through observation and comparison.

The materials support students in justifying that there can be multiple ways to solve problems by incorporating teacher guidance and adaptive activities that prompt explanation and strategy selection. For example, teacher notes for multiple items in the lesson provide guiding questions to help students articulate their thinking, while the program's adaptive features suggest various skill paths to practice different strategies and promote flexible thinking.

6.1c – Materials are designed to require students to make sense of mathematics through multiple opportunities for students to do, write about, and discuss math with peers and/or educators.

The materials provide multiple opportunities for students to do math with peers and educators through teacher-facilitated activities that involve hands-on engagement and collaborative exploration. For example, the Group Jam feature allows the teacher to select a skill and pose the same problem to all students, who then solve and discuss it as a group.

The materials include structured prompts for students to write about math as they interpret and reflect on mathematical ideas. For example, in the lesson "Add or subtract to solve problems," students are asked to pick a number sentence, create a story involving animals, and draw a picture to represent their thinking, encouraging written and visual expression of mathematical reasoning.

The materials encourage students to discuss math with peers and educators through embedded teacher guidance, reflection opportunities, and class discussions. For example, in the Takeoff Lesson skill activity, students are prompted to reflect on their strategies and discuss the reasonableness of their answers in small groups or with the teacher.

6.2 Facilitating Productive Struggle

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

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

The materials support educators in guiding students to share their problem-solving approaches through embedded prompts and structured tasks that promote explanation, argumentation, and justification. For example, in the lesson "Describe objects," students decide how to measure a bucket and discuss what each measurement (e.g., height, capacity, width) reveals, prompting them to explain their reasoning and compare ideas.

The materials guide students to reflect on their problem-solving by encouraging strategy discussions and evaluating the reasonableness of their answers. For example, in item 2 of a skill activity, teachers are prompted to ask students to explain how they solved the problem and reflect on the accuracy of their thinking, supporting clarity and metacognition.

The materials provide tools that facilitate immediate feedback and collaborative reflection, helping educators prompt students to justify their responses. For example, the Group Jam feature allows the class to solve a shared problem, after which teachers can lead a discussion where students compare strategies and justify their approaches using visual models and numerical representations.

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

The materials include prompts that support educators in providing explanatory feedback based on student responses through real-time feedback tools and embedded lesson guidance. For example, in the skill "One more – up to 20," when a student answers incorrectly, the program responds with a visual explanation that shows the number line from 5 to 11 and an arrow indicating the progression from 10 to 11, helping students understand the correct answer and process.

The materials include embedded guidance to support educators in addressing anticipated misconceptions through teacher-facing tools. The Teacher Toolbox provides guidance for each standard that includes common misconceptions, instructional tips, and strategies, enabling educators to offer timely, targeted feedback that supports conceptual clarity. For example, in the skill "Count pictures up to 5," students may simply say numbers in order without actually connecting each number to a specific

object, so the teacher is guided to provide students with concrete objects to physically touch and move as they count.

The materials provide additional support for interpreting and responding to student performance through tools such as diagnostics and analytics, as well as embedded tips for instruction. For example, a student might incorrectly assume that 12 is more than nine because 12 has two digits while nine only has one. This happens because students often associate a higher quantity of digits with a greater value. The materials suggest teachers introduce a number line and have the student physically or visually place numbers on it.