Lowman Education, LLC

Supplemental English Mathematics, 3
3rd Grade Math

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	**9781967218684**	**Digital**	**Static**

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	1	0	Flags Not in Report	Not Applicable	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	13 out of 23	57%
2. Progress Monitoring	12 out of 20	60%
3. Supports for All Learners	35 out of 36	97%
4. Depth and Coherence of Key Concepts	11 out of 16	69%
5. Balance of Conceptual and Procedural Understanding	36 out of 38	95%
6. Productive Struggle	18 out of 19	95%

Breakdown by Suitability Noncompliance and Excellence Categories

SUITABILITY NONCOMPLIANCE FLAGS BY CATEGORY	IMRA REVIEWERS	PUBLIC	Flags NOT Addressed by November Vote
1. Prohibition on Common Core	0	0	0
2. Alignment with Public Education's Constitutional Goal	0	0	0
3. Parental Rights and Responsibilities	0	0	0
4. Prohibition on Forced Political Activity	0	0	0
5. Protecting Children's Innocence	0	0	0
6. Promoting Sexual Risk Avoidance	0	0	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0	0	0

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	0
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

Materials support educators in effective implementation through intentional course and lesson-level design.

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	The materials do not include 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.	0/5
1.1b	The materials do not 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.	0/3
1.1c	The materials do not include a TEKS correlation guide with recommended skill entry points based on diagnostic assessment results.	0/2
1.1d	All criteria for guidance met.	2/2
1.1e	All criteria for guidance met.	2/2
—	**TOTAL**	4/14

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 provide alignment guides outlining the Texas Essential Knowledge and Skills (TEKS) or the English Language Proficiency Standards (ELPS). The materials do not provide an alignment guide outlining the concepts covered in the grade 3 platform. The materials do not provide rationales for learning paths across grade levels or within the same grade level.

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 do not include an implementation guide for suggested use of the materials in different classroom contexts. The materials do not provide usage recommendations or any guidance supports to assist in adapting the materials to diverse student needs.

The materials do not include strategies for effective educator practices to adapt to different classroom settings.

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

The materials do not include a TEKS correlation guide to assist educators in identifying focus skills. The materials do not include evidence of diagnostic assessments to determine skill entry points. The materials approach concept instruction within units in isolation, with no evidence of adaptive skill entry points.

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

The materials include an implementation protocol guide that provides unit and lesson internalization with educator guidance on how to use them.

The materials present protocols for teacher guidance to use with unit internalization. The protocol document "supports teachers in preparing to teach each unit or lesson by helping them internalize what mathematical concepts and skills students will be learning, how mastery will be assessed, and how each lesson builds toward essential TEKS outcomes."

The materials include four steps to guide the teacher for lesson internalization. Teachers understand the lesson objective and instructional goal, examine the lesson structure and timing, plan for instruction and student support, and organize materials and tools.

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

The materials include resources, such as the "Instructional Leader Observation Tool–Guide," that strengthen teachers' ability to implement the curriculum as designed. The materials include an Instructional Leader Observation Tool—Guide" for using the observational tool, pre-observation preparation steps, and a section-by-section guide for using the "Instructional Leader Observation Tool."

The materials include an "Instructional Leader Observational Tool" that incorporates instructional look-fors before and during the lesson, and for supporting diverse learners. There is space for post-observational notes that include areas of strength, areas for growth, and next steps.

1.2 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	All criteria for guidance met.	7/7
1.2b	This guidance is not applicable to the program.	N/A
1.2c	All criteria for guidance met.	2/2
—	**TOTAL**	9/9

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.

The materials include detailed lesson plans and assessment resources that outline and connect the ELPS for teachers. The materials include instructional guidance for teachers, including lesson components such as using a 5E model, Concrete-Representational-Abstract approach, and Universal Design for Learning. Time frames for various parts of the lesson, such as the Hook and Guided Practice, are listed for easy reference. The materials include informal assessment resources for students, such as Pick 4 Essays, which feature lesson titles that reference the concept being addressed in relation to the TEKS.

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.

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

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 “Family Letter” in English and Spanish for each unit, outlining the unit's content, purpose, and ways families can support learning at home. The "Family Letter" reinforces in-class learning with at-home support suggestions, such as reviewing homework at night and incorporating math into everyday life.

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	The materials do not include the definition or intended purpose of the types of instructional assessments.	0/2
2.1b	All criteria for guidance met.	2/2
2.1c	Digital assessments do not include text-to-speech, content and language supports, or calculators that educators can enable or disable to support individual students.	Not Scored
2.1d	The materials do not include diagnostic assessments with TEKS-aligned tasks or questions, and there are no interactive item types with varying complexity levels.	0/4
2.1e	All criteria for guidance met.	4/4
—	**TOTAL**	6/12

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

The materials do not include a "Course Overview" for grade 3. The materials do not provide definitions for instructional assessments and do not identify the intended purposes of different types of instructional assessments.

The grade 3 unit tests serve as an instructional assessment. The materials do not include a definition or intended purpose for these assessments. Resources do not define the purpose of informing instruction, identifying misconceptions, gauging progress, guiding instructional decisions, or helping students adjust to learning.

The materials include an exit pass for each lesson, which allows students to reflect and demonstrate their daily learning. The materials do not provide a definition of the type of instructional assessment or its intended purpose.

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

The materials include guidance for instructors, time limit specifications, and scripts, which may positively impact consistency and accuracy in administration.

The grade 3 instructional assessments include scripts on how to administer the unit tests to students. For example, the materials state, "Please take out your pencil and scratch paper. Make sure everything else is put away. You will have 50 minutes to complete this test. I will let you know when you are halfway through and when there are 10 minutes left."

The materials include suggestions for the time allotted to complete the assessment, as well as recommendations for breaking apart extended assessments across days or class periods. For example, the Time Management section of the "Unit Test Administration Guide" includes the guidance: "For assessments longer than 45 minutes, consider splitting the test over two class sessions with clear instructions for pausing."

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.

This is a static program that includes printable assessments. Assessments are not designed to be digital assessments. They do not include digital accommodations such as text-to-speech, content and language supports, and calculators, that educators can enable or disable to support individual students.

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

The materials do not include diagnostic assessments, so they do not align tasks or questions to the TEKS, and do not offer varying complexity levels. The materials do not include a diagnostic assessment for grade 3, nor do they include interactive question types or tasks, such as inline-choice, hot spot, drag-and-drop, fraction models, text-entry, number lines, or multiselect questions. The materials do not include a diagnostic assessment for grade 3, nor do they include questions or tasks with varying levels of complexity, such as basic recall to application, reasoning, and higher-order skills.

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, such as student assignments and exit passes. These assessments provide questions with at least two levels of complexity. For example, there is recall of basic information, such as writing the multiplication fact, and using information to perform a skill or process, such as representing the multiplication fact on a number line.

The materials include formative assessments with TEKS-aligned tasks and questions with more than two levels of complexity. For example, the Pick 4 Essays allow students to express their understanding, synthesis, and justify concepts in real-world situations, such as explaining what types of jobs might require a lot of multiplication. The materials include formative assessments with interactive item types, such as number lines, multiple-choice questions, and text entry tasks.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	The instructional assessments 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	All criteria for guidance met.	2/2
2.2e	This guidance is not applicable to the program.	N/A
—	**TOTAL**	6/8

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

The grade 3 materials do not include a rationale for each correct and incorrect response in instructional assessments. The materials include exit passes and Pick 4 Essays as formative assessments, but they do not include rationales for correct or incorrect responses. The "Unit Test Administration Guide" includes a section on Reporting and Reflection. This advises the teacher to use the "Unit Test Progress Monitoring Guide" to track and identify trends in student understanding and areas for re-teaching.

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

The grade 3 materials include a "Unit Test Progress Monitoring" document for teachers to color-code correct and incorrect responses for data tracking.

The materials provide educators with guidance on how to use the "Unit Test Progress Monitoring" document to prioritize based on readiness TEKS, adjust instruction, form targeted small groups, and provide re-teaching or enrichment opportunities.

Unit Test Keys provide a table with a column for each question, answer, primary standard, and readiness or supporting standard. The key includes a copy of the test with the correct answer choice highlighted for each question. This is used in conjunction with the guide to support data-driven re-teaching.

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 contain tools for teachers or students to track progress and growth. A "Student Unit Test Tracker" provides a document for teachers and students to track progress and growth, allowing teachers to provide timely interventions and instructional adjustments.

The grade 3 materials include answer keys for assessments, as well as a "Unit Test Progress Monitoring" document for teachers to use for color-coding and tracking student results to monitor progress and growth.

The materials include an accompanying guide that instructs teachers on how to use the document. For example, "after scoring each unit test, enter student responses or scores for each question into the tracker." Teachers then "highlight or mark correct/incorrect responses using a consistent color-coding system."

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.

The materials include exit passes, activities, and unit quizzes, and provide teacher guidance for checks for understanding during the lesson activity and lesson exit pass.

In the Guided Instruction section of the lesson, the “Checks for Understanding and Explanatory Feedback” prompt the teacher to check for understanding at key points throughout each lesson.

Exit passes encourage students to explain their thought processes and demonstrate understanding at the end of the lesson. The materials include guidance for educators on scaffolding or re-teaching strategies to use when students show limited understanding of concepts.

2.2e – If designed to be adaptive, materials provide 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 adaptive.

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	All criteria for guidance met.	4/4
3.1c	Materials do not address above-grade-level skills and concepts.	1/2
3.1d	Digital 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.	Not Scored
3.1e	All criteria for guidance met.	2/2
—	**TOTAL**	8/9

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 grade 3 materials include explicit educator guidance for lessons or activities scaffolded for students who have not yet reached proficiency. For example, in Unit 2, guidance is given for scaffolding to "[f]ocus on physically placing numbers into the 'part-part-whole' structure before writing the corresponding addition and subtraction sentences." The materials include educator guidance for activities, including part-part-whole mats, that the teacher can assign based on students' specific math needs. In Unit 2, students complete a Spiral Review where guidance is given to "[c]irculate to check for common errors, such as incorrect regrouping or place value alignment."

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 provide explicit educator guidance for pre-teaching academic vocabulary, including word walls, cognates, visual aids, flashcards, and visual dictionaries.

The materials provide strategies for teachers to embed academic vocabulary instruction throughout lessons, such as partner discussions and structured use of academic language. However, the materials do not provide explicit educator guidance regarding embedded supports for unfamiliar references in text.

The materials include resources such as anchor charts that show a problem-solving process and academic language from the problems.

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 guidance to help the teachers identify students who are ready for enrichment or need additional support. The materials include prompts and ideas for extending learning beyond the immediate lesson goals, but they do not include guidance for students who have demonstrated above-grade-level proficiency. The materials focus on grade-level content; they do not offer any enrichment or extension activities for advanced learners. Activities and lessons offer no variation for students who have demonstrated mastery of grade-level content and skills.

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.

This is a static program that is not designed for digital use. Printable lesson materials do include some language supports for students, and materials can be used with or without calculators as needed.

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 grade 3 materials include teacher-facing lesson plans, and there is evidence of educator guidance on offering options for students to demonstrate understanding of mathematical concepts in various ways, such as perform, express, and represent. There is guidance for tailoring tasks to allow students to demonstrate their understanding through multiple methods.
The materials intertwine real-world problems with educator guidance on how to allow students to demonstrate understanding through various formats, such as written explanations or drawing models.

The materials include online components that allow students to demonstrate an understanding of mathematical concepts in various ways.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	All criteria for guidance met.	5/5
3.2b	All criteria for guidance met.	2/2
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**	14/14

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 for educators in the lessons that include activities that activate prior knowledge and emphasize patterns and relationships, and consistently anchor big ideas. The materials guide students in identifying and connecting mathematical patterns through direct questioning and varied representations, building a deeper understanding.

3.2b – If designed to be static, materials include educator guidance for effective lesson delivery and facilitation using various instructional approaches.

The grade 3 materials include lessons with directions and guidance for effective lesson delivery using lesson plans with clear headings for each part of the lesson. They also include step-by-step instructions with bullets and numbered sections within each part of the lesson and suggested pacing (in minutes) for each portion.

The materials include guidance for effective lesson delivery using various instructional approaches. The lesson plans suggest using a combination of direct instruction to introduce concepts, peer collaboration, guided practice activities, and independent practice.

The materials contain lessons with more than two instructional approaches. For example, in Unit 6, the lesson begins with group task cards; there is specific guidance for the educator and guided practice for the students.

3.2c – Materials include multi-tiered intervention methods for various types of practice and structures and educator guidance to support effective implementation.

The grade 3 materials include multi-tiered intervention methods for various types of practice with universal supports such as the "Division Vocabulary & Models" anchor chart and hands-on modeling with two-color counters for all students.

The materials include suggestions for various instructional structures for each phase of the lesson. For example, in Unit 4, there are opportunities for independent practice, pair collaboration, whole group discussions, and teacher-led small groups.

The materials include educator guidance to support effective implementation of multi-tiered intervention methods. For example, in Unit 4, the materials provide a Division Model Mat for Tier 2 small groups and a Division Expert Task Card for students who have mastered the lesson objective.

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

The grade 3 materials include enrichment and extension methods that support various forms of engagement. For example, in Unit 3, the materials provide an Array Expert Task Card as an enrichment activity for students who have mastered the core lesson objective.

In Unit 6, students can design a community garden after they have mastered the core lesson objective. This activity requires students to apply the composite figure concept in a creative, problem-solving context after demonstrating core objective proficiency.

The materials include guidance for implementing enrichment and extension methods effectively, along with lesson plans that provide opportunities for extended learning.

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

The grade 3 materials provide guidance to support the educator. For example, in Unit 2, educator guidance prompts circulation during the Spiral Review to identify students struggling with computation. The materials provide opportunities for prompts and guidance throughout the lesson to enhance teachers' ability to deliver timely feedback, improve student engagement, and refine their instructional practices, ultimately leading to more responsive teaching. For example, prompts for questioning students are provided in the "Guided Instruction" section of Unit 2, such as, "For the problem 408 – 61, would you use rounding or compatible numbers? Why?"

The materials include guidance to support educators in providing timely feedback during the lesson. In Unit 2, after prompting the students with specific questions, the teacher is guided to look for the anticipated misconception where "Students will correctly change the underlined digit but forget to change all following digits to zeros (e.g., rounding 346 to 306 instead of 300.)"

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	All criteria for guidance met.	4/4
3.3b	This guidance is not applicable to the program.	N/A
3.3c	All criteria for guidance met.	1/1
3.3d	All criteria for guidance met.	8/8
3.3e	This guidance is not applicable to the program.	N/A
—	**TOTAL**	13/13

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.

The grade 3 materials include dedicated sections in the lesson plans for emergent bilingual students, including a table with details about accommodations for levels of language proficiency. The materials include supports that are aligned to the new ELPS proficiency levels to promote access and participation in mathematical discourse. The materials include lessons that are scaffolded and include linguistic accommodations for each lesson component to support emergent bilingual students in increasing their use of academic language.

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

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

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

The grade 3 materials include a section in the lesson dedicated to specifically addressing linguistic accommodations by ELPS proficiency levels. The materials provide embedded guidance for skilled implementation through plans highlighting effective instructional strategies such as using sentence stems

and writing answers in complete sentences with labels. The materials provide accommodations for emergent bilingual students within each lesson plan, such as sentence stems, peer pairing, and bilingual dictionaries.

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.

The grade 3 materials include linguistic accommodations to develop academic vocabulary through oral and written discourse. For example, in Unit 6, beginning emergent bilingual students are prompted to "[n]ame shapes using single words ('square,' 'triangle'). Use a simple sentence frame: 'It is a _____.' Point to and count sides aloud." The materials provide increasing comprehension through oral and written discourse. For example, in Unit 9, the linguistic accommodations for speaking increase in complexity from beginners using single words to advanced learners providing justifications and descriptions. Lessons include embedded guidance to promote oral and written discourse, cross-linguistic connections, and comprehension strategies essential for language 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	The materials do not include questions and tasks that increase in rigor and complexity, leading to above-grade-level proficiency in the mathematics TEKS, nor enrichment and extension materials that increase in rigor and complexity, leading to grade-level and above-grade-level proficiency in the mathematics TEKS.	1/4
—	**TOTAL**	3/6

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 in the Unit Worksheets for each lesson. The opportunities require students to demonstrate a depth of understanding at various levels, including application, analysis, and evaluation.

The materials allow students to work through a scaffolded daily progression of understanding multiplication practice opportunities, starting with representing multiplication with groups, progressing to real-world problem-based pictures, to arrays, to representing on a number line, to skip counting, and finally solving a real-world problem using multiplication.

The materials include instructional assessments throughout the learning pathways that require students to demonstrate depth of understanding. Exit passes and Pick 4 Essays emphasize the intended level of rigor through real-world applications that are woven into the examples and prompts.

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 do not include questions or tasks that increase in rigor and complexity, allowing students to demonstrate above-grade-level proficiency in the mathematics TEKS.

The materials do not include enrichment and extension activities, such as online opportunities or hands-on practice, that increase in rigor to allow for grade-level proficiency or above-grade level proficiency.

The materials use concrete examples and modeling to demonstrate an understanding of numeric concepts. Questions within lessons, assignments, warm-ups, exit passes, and Pick 4 Essays are scaffolded and increase in complexity to allow students to demonstrate understanding and application of grade-level concepts.

4.2 Coherence of Key Concepts

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.2a	All criteria for guidance met.	1/1
4.2b	All criteria for guidance met.	1/1
4.2c	The materials do not demonstrate coherence across lessons and activities by connecting prior knowledge of concepts and procedures to the concepts learned in future grade levels.	2/4
—	**TOTAL**	4/6

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

The grade 3 materials demonstrate coherence across concepts horizontally within the grade level by connecting previously learned concepts; for example, place value is referenced when teaching the concept and procedure for rounding numbers. The grade 3 materials teach and review place value in Unit 1, "Foundation of Numbers." The concept continues into Unit 2, "Addition and Subtraction," when the students round before adding or subtracting.

In the Unit 5 assignment, concepts are connected within the grade level. The Recent and Today student assignments connect the prior learning of multiplication and division fact families as a review. Then, the "Lesson of the Day" relates to determining the correct operation of multiplication or division.

In the Unit 5 Pick 4 Essay, students have the opportunity to describe vocabulary and reasoning for the operations. The unit builds on the concepts of understanding basic multiplication and division concepts at the grade 3 level.

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

The materials present topics by revisiting prior concepts. Geometry is carried throughout the materials as three different types of triangles are introduced: scalene, isosceles, and equilateral triangles.

The grade 3 materials demonstrate coherence vertically across concepts and grade bands. For example, by applying place value skills learned in grade 2 to the addition and subtraction skills in grade 3, students understand the placement of hundreds, tens, and ones as a necessary connection for success with the standard algorithm in addition and subtraction of whole numbers.

The materials demonstrate coherence vertically across concepts by connecting patterns and relationships. For example, the concept of fractions is carried out and expanded throughout the grade-level product. In the grade 3 materials, composing and decomposing fractions are introduced.

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 assignments provide students the opportunity to demonstrate Recent concepts, Today concepts, and All Year concepts. This review and practice allow students to connect prior knowledge of concepts to the current concepts being studied. However, the materials do not include lessons or activities that make connections to concepts to be learned in future grade levels.

The grade 3 materials demonstrate coherence across lessons by connecting students' prior knowledge of concepts. Students are reminded of what they learned about fractions beyond one whole in grade 2 before applying this knowledge to problem-solving with fractions in grade 3.

The grade 3 materials demonstrate coherence across lessons by connecting students' prior knowledge of procedures, such as the use of strip diagrams to represent the comprehension of real-world problems across multiple lessons.

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.

In the grade 3 materials, there are varied opportunities for spaced retrieval and interleaved practice, allowing students to demonstrate their knowledge of previously learned skills. Within each daily assignment, there are two categories of practice problems: Recent and All Year. In Unit 9, students practice multiplication and division skills, as well as skills related to patterns and data.

The daily lessons in the materials build on concept knowledge within the grade-level content and previously learned skills. For example, in Unit 6, the first day provides the definition and practice of finding the perimeter. The following day presents real-world word problems related to perimeter.

The materials provide spaced retrieval opportunities with previously learned concepts across learning pathways. For example, the Pick 4 Essays include six prompts. Students select four of the prompts and write responses to demonstrate their understanding of the concepts.

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

The grade 3 materials provide interleaved practice with previously learned skills across learning pathways. For example, multiplication is modeled in multiple strategies, such as arrays, line graphs, and fact patterns.

The materials combine previously learned skills of addition, subtraction, multiplication, and division in the same lesson to solve real-world problems.

The materials provide interleaved practice opportunities with previously learned concepts by creating a learning pathway with a scaffolded daily progression of understanding multiplication. Lessons start with representing multiplication using groups, progressing to real-world problem-based pictures, arrays, and representing numbers on a number line, then skip counting, and finally solving a real-world problem using multiplication.

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 grade 3 materials include an assignment in Unit 6: "Geometry," that provides students with the opportunity to interpret representations of mathematical concepts. The assignment asks the student to determine the placement of the number on the line through ordering and comparison by rounding: "Which point on the number line shows 945 rounded to the nearest ten?"

The materials include questions and tasks that require students to analyze models and representations for mathematical concepts and situations. For example, students are given tasks that ask them to complete missing values in a table. These missing values require students to look for patterns with an additive relationship.

The materials include questions that allow students to evaluate models and representations for mathematical concepts and situations. For example, in an exit pass in Unit 8, students evaluate the math problem involving who has read more of a book. Students evaluate the accuracy of the problem by justifying who has read more.

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

The grade 3 materials provide opportunities to create concrete models of mathematical situations. In Unit 4: "Relating Multiplication to Division," the lesson demonstrates distributing 36 golf balls equally into four groups. Students put one in each group until all 36 are distributed.

In Unit 1: "Foundations of Numbers," the lesson asks students to create a concrete model by using base-ten blocks to create the number 4,873.

The materials provide opportunities for students to create pictorial representations to represent mathematical situations. In a Unit 3 lesson, students are asked to draw equal groups models to represent multiplication expressions.

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

The grade 3 materials include questions and tasks that provide opportunities for students to apply conceptual understanding to new problem situations and contexts. In Unit 4, the lesson prompts students to extend their understanding of creating equal groups as a means of determining the answer to a division problem.

The resource includes Pick 4 Essays with questions and tasks that allow students to develop a foundation for real-world application, higher-order thinking, and support students in transferring mathematical knowledge to unfamiliar problems. Through conceptual understanding, students develop the mental flexibility to understand new situations and make connections. This is demonstrated when the student is provided an equation and they must write a word problem that works with the numbers and operations.

The grade 3 materials include opportunities for students to apply their understanding to new situations. In Unit 7, the materials ask students to recall if they have heard the term "half" in real-world situations; the students then provide examples and explain.

5.2 Development of Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.2a	The materials do not include tasks to develop student automaticity necessary to complete grade-level mathematical tasks.	1/2
5.2b	All criteria for guidance met.	3/3
5.2c	The materials do not include opportunities to evaluate mathematical representations, models, strategies, and solutions for efficiency.	2/3
5.2d	All criteria for guidance met.	1/1
—	**TOTAL**	7/9

5.2a – Materials provide tasks that are designed to build student automaticity and fluency necessary to complete grade-level mathematical tasks.

The materials do not include activities, such as timed challenges or drills, that focus on the automaticity of skills necessary to complete grade-level tasks.

The materials provide tasks that build student fluency necessary to complete grade-level tasks. For example, over the course of grade 3, the lessons and assignments have students work with base ten blocks, number lines, fraction strips, and other representational manipulatives that assist students in building mathematical fluency.

The grade 3 materials provide opportunities for students to engage with multiple strategies as a means of understanding multiplication, such as drawing pictures, repeated addition, and number lines in Unit 3. This enables students to become fluent in using and applying multiplication to real-world problems.

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

The materials provide students with opportunities to practice accurate mathematical procedures in Unit 3, allowing them to evaluate their accuracy through reflection. The Pick 4 Essay asks, "How can you use equal groups to solve a multiplication problem? Explain." This helps promote student accuracy.

The materials provide practice opportunities for efficient mathematical procedures throughout learning pathways. For example, Unit 7 enables students to practice and understand fraction representations through bar and circle diagrams, number lines, and visual representations. Students then efficiently apply the strategies to solve problems.

The materials provide students with opportunities to practice applying flexible procedures. Students determine equivalent fractions by completing multiple representations in Unit 8, allowing them to choose between various strategies.

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 focus on students arriving at accurate solutions, but they do not provide the opportunity for students to reflect on the efficiency of their procedure or process.

The grade 3 materials engage students in evaluating the accuracy of solutions by identifying and explaining errors in a multiplication algorithm problem. For example, in Unit 3, the exit pass asks students, "Which multiplication fact is incorrect? What should it be?"

The lessons in the grade 3 materials allow students to evaluate mathematical representations, models, strategies, and solutions for flexibility through learning pathways. In Unit 3, students are presented with the opportunity to share how they solve a problem and identify the procedure and strategy they use, explaining why a specific procedure was selected.

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

The grade 3 materials include multiple approaches for solving mathematical problems, and the instructional guidance helps students choose efficient strategies for problem-solving.

The materials include guidance to support students in selecting a more effective approach to solving mathematical problems. Guidance is provided for small-group or whole-group discussions in which this could occur.

The materials include teacher notes in the lessons that provide prompts to encourage students to consider and apply strategies most appropriate for the problem. For example, in Unit 5, the teacher key includes, "Showing students the inverse operation is a simple way to solve for the dividend in the equation. It also reinforces concepts from the previous unit."

5.3 Balance of Conceptual Understanding and Procedural Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.3a	All criteria for guidance met.	2/2
5.3b	All criteria for guidance met.	3/3
5.3c	All criteria for guidance met.	6/6
—	**TOTAL**	11/11

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

The grade 3 materials state how the conceptual and procedural emphases of the TEKS are addressed in units or lessons. Under Lesson Overview, each lesson names the conceptual and procedural goal for the lesson.

The materials provide students with opportunities to engage with material that is procedural in nature, such as Guided Practice in Unit 9, where they "record the information using tally marks and then represent the data on the dot plot."

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 use questions and tasks to provide opportunities for students to use concrete models (e.g., in Unit 1, students use base-ten blocks to represent whole numbers).

The grade 3 materials provide opportunities for students to use pictorial representations as required by the TEKS. In Unit 3, students are instructed to draw equal group models to represent multiplication expressions.

Students have the opportunity to use abstract representations in questions and tasks (e.g., in Unit 3, students use writing equations as the abstract form of understanding multiplication).

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 a variety of concrete to abstract representations for students. For example, Unit 3 introduces multiplication through repeated addition and models, allowing students to create and connect with the concept. The lessons progress toward using the standard algorithm, connecting the concrete to the abstract.

In Unit 3, the materials ask students to connect an equal groups model of five dots in four circles as a representation of multiplication. Students then connect the model to a repeated addition equation and, finally, to a multiplication equation in abstract form.

The grade 3 materials ask students to connect a representation model to an abstract concept in Unit 3. Students create their own pictorial array models to represent and solve problems, such as 2 × 6.

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	All criteria for guidance met.	2/2
—	**TOTAL**	8/8

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

The materials provide opportunities for students to develop their academic mathematical language during lessons in Unit 6: "Geometry." When learning about area, visual examples are provided to compare and contrast the meaning of perimeter with the definition of area. Rectangles are shaded to highlight the parts that represent their perimeter and area. A cloze sentence is provided for students to complete, and that serves as a formal definition for area.

In the grade 3 materials, the use of cloze sentences supports students in mathematical language acquisition for the words: multiplication, factor, and product. Multiplication, factor, and product are used, and a visual representation of the placement of factor and product in a numerical equation is additionally provided. For example, 2 × 8 = 16 corresponds to factor × factor = product. This extends student understanding of each definition.

The materials in the exit pass in Unit 1 allow students to develop their mathematical language and understanding by explaining their conclusions. For example, students are asked, "Caleb made the statement below. Is he correct? Explain your answer." Students then affirm their answer by completing the prompt, "Caleb is correct/incorrect because . . ."

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 guidance to scaffold and extend academic vocabulary in the form of Think-Alouds, modeling, questioning, and prompting.

The grade 3 materials include embedded educator guidance to support students in mathematical discourse and use of mathematical vocabulary. Each lesson includes "Peer Learning and Mathematical Discourse" guidance with sentence stems and scaffolds for discourse. Additionally, lessons include guidance for linguistic accommodations with guidance by ELPS proficiency level.

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

The grade 3 materials include embedded guidance to support student application of appropriate mathematical language and academic vocabulary discourse. For example, in Unit 6, the students complete exit passes by writing their response to questions such as, "What does it mean for dimensions to be congruent?"

The materials include guidance for students to apply their knowledge of math language. Sentence frames, such as "Congruent dimensions are . . ." and "An example is . . ." allow students to access their comprehensible input to communicate their mathematical thinking.

In the exit pass in Unit 8, students are prompted to justify their answers using precise mathematical vocabulary. For example, the provided prompt is: "Explain why figures must be congruent when determining equivalent fractions."

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

The materials include embedded guidance to support mathematical conversations through encouraging students to use and refine mathematical language.

Each lesson provides teacher guidance for peer to peer discourse under “Peer Learning and Math Discourse.” Materials provide sentence stems and scaffolds to facilitate student discourse. Additionally, linguistic accommodations for listening and speaking are provided by ELPS proficiency level.

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 materials include embedded instructional guidance to help educators anticipate the wide range of student responses that may occur during instruction. Each Teacher Lesson includes a section dedicated to teacher guidance on anticipated misconceptions and explanatory feedback. The materials include guidance to help teachers recognize and address common misconceptions or partially correct answers that students may offer. The explanatory feedback supports educators in redirecting inaccurate thinking or providing feedback that promotes deeper understanding.

5.5 Process Standards Connection

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.5a	All criteria for guidance met.	1/1
5.5b	All criteria for guidance met.	2/2
5.5c	All criteria for guidance met.	1/1
—	**TOTAL**	4/4

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

The grade 3 lessons provide evidence that the TEKS process standards are integrated appropriately into the materials. For example, Unit 1 addresses TEKS 3.2(B), and the lesson incorporates the use of pictorial representation of base ten blocks and converting numbers to standard or word form.

The materials incorporate real-world problem-solving scenarios throughout the units to integrate the TEKS process standards. For example, Unit 9 asks students, "In which month did Tristan score twice as many home runs as he did in March?" This highlights the consistent use of a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, and determining a solution.

The materials enable students to work through multiple representations, building their understanding of multiplication. Students begin by representing multiplication with groups of objects, then move on to representing it with real-world problem-based pictures, and finally with arrays, number lines, and skip counting. This enables students to convey mathematical concepts through multiple representations, fostering a deeper understanding of multiplication.

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

The materials clearly describe and connect the TEKS process standards throughout the learning pathways using detailed tables in each unit overview. The process standard integration tables explain how students apply mathematics to real-world problems, such as interpreting graphs and analyzing data.

The materials include a description of how process standards are incorporated and connected throughout the learning pathways. The materials include a process standard integration table in each unit overview. The table lists each process standard and how it is incorporated and connected into the unit.

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

Process standards are specified for each lesson. While the materials provide a brief lesson overview that discusses lesson goals and objectives, teacher lessons do not provide specific guidance on how each process standard connects to tasks that students will complete.

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	The materials do not include opportunities for students to discuss math with peers and/or educators.	2/3
—	**TOTAL**	8/9

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

The materials include opportunities for students to express their ability to think mathematically. For example, in the exit pass in Unit 2, the prompt is "Generate a word problem to match the number line." This prompt provides a task for students to demonstrate their mathematical thinking rather than simply memorizing a procedure.

The materials include opportunities for students to make sense of mathematics. For example, in the Pick 4 Essay in Unit 4, students are presented with the questions, "What types of jobs might need to use a lot of multiplication? When might you use rounding in real life?" These questions require students to demonstrate their understanding of how to apply these skills in everyday life.

The materials include opportunities for students to persevere through solving problems. The Pick 4 Essay in Unit 4 asks students to "Write a word problem for the equation 556 – 321 + 78 = ?" This prompt requires students to persevere in creating a multistep word problem that involves two different operations to determine a specific solution.

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 and complete tasks. In a Unit 3 lesson, students are given opportunities to use sets of objects, arrays, number lines, repeated addition, skip counting, and multiplication number sentences to solve multiplication problems. This allows students to build flexibility with their understanding of multiplication.

The materials support students in explaining and justifying multiple ways of solving multiplication problems. In Unit 3, an exit pass asks, "How would you best explain multiplication to someone who is

new to your class? What strategy do you recommend they use and why?" This prompt encourages students to reflect on all the methods for multiplying, choose the one they prefer, and explain why.

The materials support students in justifying that there can be multiple ways to complete tasks. For example, in Unit 4, students are given an open-ended question to justify why a number is even or odd: "The number 74 is _____ because _____."

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 do not include required opportunities for students to collaborate, discuss, or engage in problem-solving activities with peers or teachers. Educators could customize the lesson to include opportunities, but the materials do not require it through guidance or prompts.

The materials include opportunities to write about mathematics. For example, a lesson in Unit 3 instructs students to write their answer to a multiplication problem. Students justify and confirm their answers using skip counting and equal groups models.

The materials include opportunities for students to make sense of mathematics through doing. For example, an exit pass in Unit 4 has students create a word problem demonstrating their understanding of the relationship between multiplication and division; students then explain and justify their reasoning for the response.

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 include resources that facilitate educators in supporting students to share their problem-solving approaches through arguments and justifications.

The grade 3 materials include student-facing materials that allow students to reflect on their problem-solving approaches. In the weekly Pick 4 Essays in Unit 3, the materials include prompts such as, "What strategies do you use when solving word problems? Give examples. What does it mean to decompose a number? Explain."

The materials include opportunities for students to share their problem-solving approaches through explaining. For example, a Unit 7 exit pass asks students to "Explain to your friend how to travel 3/4 of the distance of the court."

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

The materials consistently offer prompts or instructional guidance to support educators in delivering meaningful and explanatory feedback based on anticipated misconceptions. Answer keys provide correct answers and the materials also include detailed support that helps teachers anticipate a variety of student answers.

The materials provide prompts and guidance to support educators in responding to student responses. For example, all lesson plans include Whole-Class Discussion Questions that prompt teachers to address misconceptions identified in the day's lesson. These include targeted questions designed to engage students in thinking about where and why those misconceptions might occur.