Lowman Education, LLC

Supplemental English Mathematics, 5
5th Grade Math

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	**9781967218707**	**Digital**	**Static**

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	39	4	Flags Not in Report	Not Applicable	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	21 out of 23	91%
2. Progress Monitoring	14 out of 20	70%
3. Supports for All Learners	35 out of 36	97%
4. Depth and Coherence of Key Concepts	12 out of 16	75%
5. Balance of Conceptual and Procedural Understanding	37 out of 38	97%
6. Productive Struggle	19 out of 19	100%

Breakdown by Suitability Noncompliance and Excellence Categories

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

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

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	All criteria for guidance met.	5/5
1.1b	The materials do not include an implementation guide with corresponding usage recommendations in a variety of settings.	2/3
1.1c	The materials do not include a TEKS correlation guide with recommended skill entry points based on diagnostic assessment results.	1/2
1.1d	All criteria for guidance met.	2/2
1.1e	All criteria for guidance met.	2/2
—	**TOTAL**	12/14

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

The materials include in-depth horizontal alignment that would provide rationales explaining how concepts are integrated and reinforced throughout the progression of the grade.

The materials include a unit overview for each unit that includes an alignment guide with the corresponding Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and concepts covered in each unit. The materials include a guide that provides color-coded TEKS from lower and higher grade bands to show alignment of the unit concept across multiple grade levels.

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 provide an implementation guide with suggested times for effective implementation or usage recommendations. The materials include a unit overview for each unit, which contains suggested scaffolded tasks organized by proficiency levels. These strategies can be used to support struggling students and extend learning for advanced students. The materials include an implementation guide for the grade as a whole or broken down for each unit.

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

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. The materials include a TEKS correlation guide to help educators identify focus skills.

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 it. The materials include protocols for teacher guidance to use with product during unit internalization. This 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 an "Instructional Leader Observation Tool—Guide" with educator guidance 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 a Course Overview tool that includes viewpoints for planning and coaching, observation and feedback, and assessment and intervention to support educators.

The materials provide Look-Fors in the "Instructional Leader Observation Tool" used to coach a teacher in good instructional practices, such as looking for academic vocabulary used by students in speaking or writing during the lesson.

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 communication with families translated into Spanish. The family letter found in the unit overview can be reproduced to send to families who do not speak English. The materials provide family supports in each unit overview; the supports—provided in English and Spanish—include a list of academic vocabulary and skills covered in the unit. The materials include family supports to extend learning to the home, such as discussing examples involving fractions, such as dividing snacks or chores.

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	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 and questions, and there are no interactive item types with varying complexity levels.	0/4
2.1e	All criteria for guidance met.	4/4
—	**TOTAL**	8/12

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

In the course overview for each unit, the intended purpose of the different assessments is included under the Lesson Level Components and Instructional Design. The materials include a brief insight, along with the definition of assessments.

The materials include a grade 5 course overview that defines the unit test as a summative assessment. The intended purpose of this test is to assess students' learning at the end of a unit.

The grade 5 course overview shares the intended purpose of the assessments. For example, the Exit Pass enables students to reflect on and demonstrate evidence of their daily learning. It allows the teacher to gather feedback on student understanding and misconceptions.

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 5 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 this 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 5, 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 5. There are no 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 formative assessments with any interactive item-type questions or tasks.

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, the Exit Pass in Unit 8 asks students to apply a skill to determine the total number of meters, and the skill continues in complexity by requiring students to explain how they solve the problem.

The materials include formative assessments with TEKS-aligned tasks and questions with more than two levels of complexity. For example, each Exit Pass has one problem-solving task and a prompt to write the explanation of the solution. Throughout the unit, students complete multiple Exit Pass assessments that require them to recall, understand, apply, analyze, evaluate, and create.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	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 5 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 "Reporting and Reflection" section. 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 5 course overview includes guidance on using the Warm-Ups as they pertain to responding to student trends in performance on assessments.

The materials indicate that, based on student performance, "spiraled TEKS on the warm-ups can be used with students that need further small-group intervention."

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.

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 5 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 that provide question prompts and guidance to support educators in conducting frequent checks for understanding at key points in the lesson. For example, the Lesson Key in Unit 2 states, "Since students are familiar with strip diagrams, you can use them to support understanding of the word problems and how the order of operations is applied."

The materials include an assignments resource divided into sections for Recent, Today, and All Year on each page to scaffold learning. The materials provide prompts for teachers to check for understanding at key points throughout each lesson and activity, to meet student needs.

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, or 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 5 materials include explicit educator guidance for lessons and activities scaffolded for students who have not yet reached proficiency. For example, in Unit 1, guidance is given for Tier 2 support to "Pull a small group of students who struggle to organize the steps of the partial quotients process. Use Supplemental Material 1.7B: MTSS–Partial Quotients Intervention Mat & Task Cards."

The materials include educator guidance for activities, such as Partial Quotient Intervention Mats, that teachers can assign based on students' specific math needs.

In Unit 1, students complete a Spiral Review that guides teachers to "[r]emind students that being able to multiply by multiples of 10 and 100 quickly will be a key skill for today's lesson."

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 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 materials include teacher-facing lesson plans, and there is evidence of educator guidance on supporting and 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 grade 5 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 educator supports within lesson plans, such as suggestions to play a video or song to introduce the GEMDAS acronym for the order of operations in Unit 2.

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 grade 5 materials include direct prompts and guidance for educators to use multiple means to build knowledge through relationships of number operations. The operations in Unit 1 are reviewed through questioning, reviewing strategies, practicing, and relating to real-world experiences.

The materials include explicit prompts for educators to build knowledge by activating prior knowledge. In Unit 5, the Hook tells teachers to ask students, "What do you already know about multiplying whole numbers?"

The materials include explicit guidance for educators to build knowledge by anchoring big ideas. One way big ideas are anchored is by making connections to the real world. For example, in Unit 5, the teacher asks, "When do we see decimals in real life?"

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

The grade 5 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 portion 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 introducing concepts using a combination of direct instruction, peer collaboration, guided practice activities, and independent practice.

The materials contain lessons that include more than two instructional approaches. For example, in Unit 4, the "Guided Instruction" component is conducted in a whole-group setting for 15–20 minutes, followed

by a small-group or partner activity for 10–15 minutes, and finally, an independent practice assignment is completed for 10–15 minutes.

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

The grade 5 materials include multi-tiered intervention methods for various types of practice with universal supports such as the Conversion Mat and Task Cards for structured organization.

The materials include suggestions for various instructional structures for each phase of a 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 Calculation Conversion Mat and Task Cards. "The mat provides a structured workspace to help students organize the conversion and calculation steps. The task cards provide practice within simple, real-world contexts."

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

The grade 5 materials include enrichment and extension methods that support various forms of engagement. For example, in Unit 7, the materials provide a Choice Board to provide high-rigor tasks for students who have mastered representing and interpreting data in stem-and-leaf plots.

The materials include guidance to support educators in effective implementation of enrichment and extension methods.

In Unit 6, when students have mastered the core lesson objective, they choose one activity from the Enrichment and Extension Choice Board to complete. The options are Spot the Error, be a Story Writer, or Compare & Contrast.

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

The grade 5 materials provide guidance to support the educator. An example is found in the Hook section in Unit 1, which prompts the educator to ask explicit questions to determine how operations can be used. The questioning allows the educator to provide feedback and guide the student to the correct operation and use of strategies.

The grade 5 materials provide opportunities for prompts and guidance throughout the lesson to enhance the teacher's ability to deliver timely feedback, improve student engagement, and refine their instructional practices, ultimately leading to more responsive teaching. For example, the "Guided

Instruction" section of Unit 4 includes prompts such as, "What is the difference between expanded form and expanded notation?"

The materials include guidance to support educators in providing timely feedback during the lesson. In Unit 4, the materials prompt the teacher to prime the students with specific questions and then "[r]eview the difference between standard form, word form, expanded form, and expanded notation."

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 5 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 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 5 materials include a section in the lesson dedicated specifically to 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 5 materials include linguistic accommodations and guidance to develop academic vocabulary through oral and written discourse. For example, in "Personal Financial Literacy," the materials provide language objectives and a bridging recommendation to “have students turn and talk to a partner, first explaining the process in their primary language and then summarizing the steps in English, or vice versa, to transfer the conceptual understanding between languages.”

The materials provide suggested scaffolded tasks by ELPS proficiency level. For example, in "Financial Literacy," 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, tasks, enrichment, or extension activities that lead to above-grade-level proficiency in the mathematics TEKS.	2/4
—	**TOTAL**	4/6

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 addition and subtraction of fraction practice opportunities, starting with like denominators, moving to unlike denominators with models, then finding common denominators, applying the skill to word problems, and finally, addition and subtraction of mixed numbers.

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 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. For example, Unit 6 asks students to first identify the numerators and denominators of fractions before moving on to identifying the least common denominators, and then applying these concepts to real-world problems.

The materials include extension and enrichment activities at the end of lessons to challenge students. For example, in Unit 2, the activities are to "Challenge students to write an equation for a word problem of their own and explain how they set it up," and "Have students write multiple equations for the same problem."

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 5 materials demonstrate coherence across concepts horizontally within the grade level. For example, the idea of repeated addition with fractions is connected and used as a strategy for multiplying a whole number times a fraction.

In the Unit 2 lessons, Day 1 begins by introducing the GEMDAS strategy (grouping, exponents, multiplication, division, addition, and subtraction). Within the following days, the concept is reviewed and expanded upon to connect and increase student understanding.

In the Unit 3 lesson "Financial Literacy" begins by introducing basic vocabulary and concepts, such as income and wages. The concepts are built upon daily, culminating in the learner practicing budget balancing and learning about taxes.

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; the lessons expand on previous learning about triangles to include measuring the triangles. For example, Unit 8 begins by reviewing acute, right, and obtuse angles. The unit continues by finding the perimeter of a right angle; additional assignments ask students to find the perimeter of a trapezoid by breaking the shape into triangles and a rectangle to identify the perimeter.

The grade 5 materials demonstrate coherence vertically across concepts and grade bands. For example, the materials connect the conceptual meaning of multiplication of whole numbers in grade 5 with the conceptual meaning of multiplication of fractions in grade 5.

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 5 materials, adding and subtracting fractions are continued and investigated through problem-solving questions.

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 5 materials demonstrate coherence across lessons by connecting students' prior knowledge of concepts. Students use base ten blocks to model place value, decimal multiplication, and decimal division.

The grade 5 materials demonstrate coherence across lessons by connecting students' prior knowledge of procedures, such as using partial products or the standard algorithm to solve multidigit multiplication problems.

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 5 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 8, students practice multiplication and division of fractions and decimals, interwoven with identifying properties of two-dimensional figures.

In the materials, the daily lessons build upon concept knowledge within the grade-level content and previously learned skills. For example, in Unit 8, the first day provides the characteristics and identification of polygons. The following days allow for practice with categorizing polygons at a higher knowledge level using Venn diagrams and graphic organizers.

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 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 5 materials provide interleaved practice with previously learned skills across learning pathways. For example, addition and subtraction of fractions begin with reviewing the previously learned skills of reading number lines and strip fractions.

In Unit 4, the materials provide practice in writing decimal numbers in various ways, offering different opportunities to learn and practice the target skill.

The materials provide interleaved practice opportunities with previously learned concepts by creating a learning pathway that has a scaffolded daily progression of understanding addition and subtraction of fractions. Lessons start with like denominators, move to unlike denominators with models, and progress to finding common denominators. Finally, students apply the skill to word problems in which they add and subtract mixed numbers.

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 questions and tasks that require students to interpret models and representations for mathematical concepts and situations. In a lesson in Unit 10, students interpret data shown in horizontal bar and double-bar graphs to answer questions.

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

The grade 5 materials provide opportunities to create pictorial models of mathematical situations. For example, in Unit 5, students shade in decimal factors to create a pictorial representation of decimal multiplication.

In Unit 10, students create pictorial representations to represent mathematical situations; students have the opportunity to create a concrete model of a scatterplot. The question presents a table representing the amount of money spent on movie theater snacks and the number of people in the group. Students list the ordered pairs from the table, then create a pictorial model, and graph the data.

The materials provide opportunities in the lessons for students to demonstrate concrete representations using tools such as unit cubes. In Unit 8 exit passes, the problem asks, "Using unit cubes, build a rectangular prism like the model shown. Write an equation that can be used to solve for the volume of the prism." This task has the student create a concrete model and then identify the equation that must be used to solve for volume.

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

The grade 5 materials include questions and tasks that provide opportunities for students to apply conceptual understanding to new problem situations and contexts. In Unit 3, students extend their

understanding of addition and subtraction to balance a budget and make choices about how to save and spend their money.

The Pick 4 Essays enable students to develop a foundation for real-world applications, higher-order thinking, and support students in transferring mathematical knowledge to unfamiliar problems. Through conceptual understanding, students develop mental flexibility to comprehend new situations and make connections; the student is asked to explain how a remainder in a division equation is written as a fraction, using the provided equation.

The grade 5 materials include opportunities for students to apply their understanding to new situations. In the Pick 4 Essay in Unit 7, the student must examine the information on earnings and expenses to determine if it represents a balanced budget; the student then explains why or why not.

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	All criteria for guidance met.	3/3
5.2d	All criteria for guidance met.	1/1
—	**TOTAL**	8/9

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 5, 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 5 materials provide opportunities for students to engage with multiple strategies as a means for understanding decimal multiplication, such as concretely with base-ten blocks, pictorially with number lines, and abstractly with the standard algorithm in Unit 5. This enables students to become fluent in using and applying decimal 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 practice opportunities for efficient mathematical procedures throughout learning pathways. For example, Unit 5 allows students to apply efficient procedures using the standard algorithm to divide decimals.

The materials provide opportunities for students to practice accurate mathematical procedures in Unit 4, specifically when adding and subtracting decimals. The educator questions and asks students, "What happens when the decimals are not aligned in the lessons?" This promotes student accuracy.

The materials provide opportunities for students to practice applying flexible procedures. In Unit 5, students shade and partition models to determine the quotient for decimal division.

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

The grade 5 materials engage students in evaluating the accuracy of solutions. In Unit 1, students identify and explain which person solved for the product correctly, and then continue to identify the mistake.

The lessons in the grade 5 materials allow students to evaluate mathematical representations, models, strategies, and solutions for flexibility through learning pathways. In the Unit 1 whole group discussion, students are asked, "Did anyone solve a problem differently but still get the same answer? What did you do differently?" This allows student flexibility to evaluate their preferred strategy in comparison to another strategy.

The materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency. For example, in Unit 2, the Guided Practice says, "Karla says solving for 100 – 42 – 16 is the same as solving for 100 – 42 + 16 because her teacher taught her that 42 and 16 should be added first, then subtracted from 100. Explain why she is not following the order of operations."

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

The grade 5 materials include multiple approaches for solving mathematical problems, and the instructional guidance helps students choose efficient strategies for problem solving. There is scaffolding of strategies to build upon one another, and there are educator notes that explain the pros and cons of the strategies provided for solving a task.

The materials include guidance to support students to select a more effective approach to solve mathematical problems. Guidance is given for small group or whole group discussions in which this could occur.

The materials include teacher notes in the lessons that provide prompts that encourage students to consider and apply strategies that are most appropriate for the problem. For example, in Unit 5, the teacher key includes, "Explain that rounding to the nearest dollar is not accurate for such small quantities."

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 5 materials state how the conceptual and procedural emphases of the TEKS are addressed in units. Teachers can follow guidance when planning how to balance conceptual understanding and procedural fluency in alignment with the TEKS.

The materials provide students with opportunities to engage with conceptual material, as listed in the TEKS. For example, in the Practice in Unit 5, where students calculate the distance traveled in a triathlon over multiple days.

The materials help teachers balance conceptual understanding and procedural fluency in alignment with the TEKS. For example, the Unit 1 overview explains how all the TEKS within the unit are interconnected; the overview outlines how this benefits students as they transition to multistep problems.

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; for example, students use unit cubes to build an understanding of volume.

The grade 5 materials provide opportunities for students to use pictorial representations as required by the TEKS. In Unit 5, students shade decimal models in order to build a better understanding of decimal multiplication.

Students have the opportunity to use abstract representations in questions and tasks; for example, in Unit 5, students use the standard multiplication algorithm to multiply decimals and whole numbers.

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 to use. For example, Unit 5 introduces multiplying and dividing decimals using models, allowing students to create a solid

understanding of the concept. The lessons progress toward using the standard algorithm, connecting the concrete to the abstract. When the lessons continue with reflecting on patterns, such as how the product changes when multiplying decimals less than one, this connects, defines, and explains the concept.

In Unit 5, the lesson supports the teacher and student through the process of pictorial decimals and multiplication. In the lesson, the student creates the pictorial model and then has the opportunity to explain the reasonableness in the discussion.

In Unit 10, the lesson and Key guide the student and educator through the process of creating and analyzing data. The students are asked questions about the graph to help them understand the representation in terms of numeric concepts.

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 the Geometry Unit. Students are given a picture representation, a visual representation of the naming convention, and a cloze definition for each word related to parallel, perpendicular lines, and types of angles.

In the grade 5 materials, students are exposed to the language development strategy of using prefixes to name polygons. For example, students are guided through completing definitions with information such as, "Triangle: the prefix *tri* tells us it has three sides."

The materials in the exit pass in Unit 2 allow students to demonstrate an understanding of concepts and mathematical language through expressing their conclusions. For example, students list the steps involved in simplifying an expression, and then they complete the prompt "To simplify the expression, I would first ____, then I would ____, and lastly ___."

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 5 materials include embedded educator guidance to support students, ask questions, and guide them in using mathematical vocabulary. For example, the Lesson Plans in Unit 2 include questions in the Hook that utilize vocabulary and encourage student responses with math terms, such as "How is a two-step equation different from a one-step equation?"

In Unit 8, the materials activate students' prior knowledge by asking, "What are parallel lines? What are perpendicular lines? What makes a shape a polygon? What are the three types of angles?" Students are asked to create their own examples or drawings and are provided guidance for notation and vocabulary.

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

The grade 5 materials include embedded guidance to support student application of appropriate mathematical language and academic vocabulary discourse. For example, in Unit 6, the Day 11 lesson includes questions and prompts in the Hook, such as, "What are grouping symbols? Why are they important when following the order of operations?"

The materials include guidance for students to apply their knowledge of math language. Students are asked to complete an exit pass in Unit 2 by writing their response to tasks, such as listing the steps to simplify a numerical expression. Sentence frames enable students to access comprehensible input, facilitating their communication of mathematical thinking.

In the exit pass in Unit 2, students are prompted to justify their answers using precise mathematical vocabulary. For example, the prompt provided is, "Which two equations below match the word problem? Explain."

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. During a lesson on the order of operations in Unit 2, the Think-Pair-Share prompt asks students, "How can Karla change the expression 100 – 42 + 16 to follow the order her teacher described?"

The grade 5 materials included guidance to promote conversations, allowing students to hear math language. For example, in a Unit 3 lesson, the small group/partner activity has students work through a problem and explain their reasoning to a partner.

The materials allow students to use mathematical language with peers. For example, in Unit 2, the exit pass asks students, "Are there any numbers that are both prime and even? Explain how you know."

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 5 lessons provide evidence that the TEKS process standards are integrated appropriately into the materials. For example, Unit 1 addresses TEKS 5.3(c) and tasks students with solving division problems by a two-digit divisor.

The materials incorporate real-world problem-solving scenarios throughout the units in order to integrate the TEKS process standards. In Unit 3, students solve problems to calculate gross income and net income using the information given. This highlights the consistent use of a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, and determining a solution.

In the grade 5 materials, students work through multiple representations to build their understanding of decimal multiplication. Students begin with a pictorial representation, shading each factor on a decimal model. This is followed by the introduction of representations using base ten blocks and number lines. This allows students to communicate mathematical ideas using multiple representations, which leads to a deeper understanding of decimal multiplication.

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

The materials include a table for each unit that provides an overview and explains how the process standards are embedded throughout the course, highlighting their connections to the content standards.

The grade 5 materials provide a unit overview for each unit, which includes a process standard integration chart. The chart lists each process standard and how it is incorporated in that particular unit. For example, 5.1(A) is applied in Unit 1 as "Students solve real-world, one-step and multistep word problems involving all four operations and interpret remainders in context."

The materials include descriptions of how the process standard is connected to a particular unit. For example, 5.1(C) is applied in Unit 4 as "Students use models such as place value charts, number lines, and money visuals to visualize, compare, and solve problems involving decimals." This statement illustrates how multiple representations are used to connect the skills within 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	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 include opportunities for students to express their ability to think mathematically. For example, the exit pass in Unit 3 explains, "Mason's budget is not balanced. What are two things he could choose from to balance his budget?" This allows students to evaluate and identify ways to balance the budget.

The materials include opportunities for students to make sense of mathematics. For example, in the Pick 4 Essay in Unit 3, students respond to the question, "What are 3 non-essential expenses that someone can cut or reduce spending on?" This prompt encourages students to develop personal financial literacy skills for future use in their lives.

The materials include opportunities for students to persevere through solving problems. The Pick 4 Essay in Unit 2 asks students to "Write a word problem that represents the equation $63 + 4(9 – 7) = x$." This prompt requires students to persevere in creating a multistep word problem to determine a specific solution, following a specific order of operations.

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 the Lesson Plan in Unit 6, teachers model how to find the common denominator and simplify a fraction. This can be done in multiple ways, and students have the opportunity to share their thinking with peers.

The materials support students in explaining that there can be multiple ways to solve problems and complete tasks. In the Lesson Plan in Unit 1, the materials introduce multiple methods for solving three-digit by two-digit multiplication using partial products and the standard algorithm. Students are asked,

"When might you need to use three-digit by two-digit multiplication in real life? Did you find the process for three-digit by two-digit multiplication different than two-digit multiplication?"

The materials support students in explaining and justifying that there can be multiple ways to solve decimal multiplication problems in Unit 5. Students are asked, "When does it make sense to use a number line to help with decimal multiplication? What about models? Which method do you prefer?" This prompt supports students in using different models and justifying which approach they are most comfortable with.

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 include opportunities to write about mathematics; for example, a lesson in Unit 5 provides students the opportunity to write the operations used in the acronym for the order of operations.

The materials include opportunities for students to make sense of mathematics through doing. In a lesson in Unit 8, students use a rectangular prism to assist with their understanding of rectangular prisms, cubes, volume, area, and cubic units.

The materials include opportunities for students to make sense of mathematics by discussing with peers and educators through discussion prompts, teacher-facilitated questioning, and partner practice. In the lessons of Unit 1, there is a component for peer learning, in which students work through the remaining problems and then explain their reasoning to their partner.

6.2 Facilitating Productive Struggle

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

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

The materials support educators in guiding students to share and reflect on their problem-solving approaches, including explanations of their methods. In Unit 1, the hook includes a prompt, "What strategies do you remember for multiplying two-digit numbers? What does it mean to multiply using partial products?" Through this educator support, students can explain their mathematical thinking.

The materials support educators in guiding students to share and reflect on their problem-solving approaches, including arguments and justifications for their solutions. For example, Unit 2 prompts students with, "Why do we need a specific order to solve math problems? What might happen if we solved a problem in the wrong order?" This example requires students to justify their mathematical thinking.

The materials provide reflection guidance for educators to direct and focus student thinking. For example, a lesson in Unit 1 includes the prompt, "Are you going to draw a picture to help understand the problems? What strategies will you use to help break down each problem?"

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.