Perfection Learning Corporation

Supplemental English Mathematics, 5

Measuring Up to the TEKS Mathematics Grade 5 Student/Teacher Package

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	**9781663686862**	**Both Print and Digital**	**Static**

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	136	1	Flags Addressed	Not Applicable	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	23 out of 23	100%
2. Progress Monitoring	21 out of 24	88%
3. Supports for All Learners	23 out of 39	59%
4. Depth and Coherence of Key Concepts	12 out of 16	75%
5. Balance of Conceptual and Procedural Understanding	30 out of 38	79%
6. Productive Struggle	17 out of 19	89%

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	1	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)	8	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	All criteria for guidance met.	3/3
1.1c	All criteria for guidance met.	2/2
1.1d	All criteria for guidance met.	2/2
1.1e	All criteria for guidance met.	2/2
—	**TOTAL**	14/14

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.

A table of contents lists the TEKS by chapter and lesson, showing how math concepts are sequenced to reinforce skills (e.g., Chapter 5: Data Analysis includes TEKS 5.9A in Lessons 26 and 27, 5.9C in Lesson 28, and 5.9B–C in Lesson 29).

The materials provide a vertical alignment learning progression, with examples showing increasing complexity from grades 2 through 4 and explanations that justify the emphasis on particular skills.

Chapter Overviews are at the beginning of each chapter. These additions explicitly connect TEKS and ELPS, provide horizontal and vertical alignment rationales, and explain how skills progress across and within 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 include clear guidance for adapting lessons for diverse learners, including Striving Learners, Emergent Bilingual Learners (EBL), and advanced students. For example, differentiation strategies are embedded in lessons (e.g., the use of manipulatives to represent decimals in grade 5, Lesson 6).

The I*mplementation G*u*ide* titled "What's Inside the Teacher Edition" provides guidance for using the *Teacher Edit*ion and *Student Edition*.

The materials include real-world applications to support concept relevance (e.g., using a vet visit scenario to teach writing decimals in Lesson 1).

The I*mplementation G*u*ide* includes strategies for whole-group instruction, guided practice, and independent practice. Lessons begin by activating prior knowledge and include vertical alignment of TEKS to connect past, present, and future grade-level content.

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

The materials include two STAAR®-like practice tests that can be administered in print or online to help identify learning gaps and areas of strength. The online platform generates reports for individual students, small groups, and the whole class to guide instruction.

The materials include a TEKS correlation guide (Lesson Correlation) that lists the TEKS and specifies which lessons address each one (e.g., TEKS 5.4A is addressed in Lesson 16).

The materials include initial online assessments to identify which skills students have mastered and which still need support.

While the materials provide TEKS connections within lesson content, they do not include a correlation guide linking diagnostic assessment results to recommended entry points for instruction.

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

The materials include processes to support educators in preparing to teach a concept, including lesson overviews with vocabulary, objectives, mathematical processes, materials, and learning progressions (e.g., grade 4, Lesson 23: Draw and Measure Angles).

Each lesson begins with a Lesson Planner that outlines TEKS-aligned learning objectives, mathematical processes, key vocabulary ("Words to Know"), materials, and vertical alignment showing how concepts build across grades (e.g., TEKS 3.7D–E → 4.8C → 5.7).

While the materials support lesson-level internalization, they also include protocols or guidance for chapter-level internalization or show how lessons progress across an entire module or chapter.

Chapter Overviews are included in the Teacher Edition. These Chapter Overviews provide clear chapter-level protocols for internalization, outline TEKS and ELPS for the chapter, summarize key concepts, and highlight vertical and horizontal connections, showing how lessons build across the chapter.

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

The materials provide data analysis tools through the online platform to support team meetings and instructional planning when using the two STAAR practice tests.

There are resources or guidance specifically designed for instructional leaders to support educators in implementing the materials as intended.

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.

Each lesson includes a Lesson Planner outlining TEKS-aligned learning objectives, Mathematical Processes, "Words to Know" vocabulary, materials lists, and vertical alignment to related grade-level TEKS.

Checks for understanding are embedded in lessons, including Exit Tickets, formative assessments, mathematical discourse prompts, peer discussions, and student self-reflection (e.g., the "How Am I Doing" section).

Concrete–Representational–Abstract (CRA) strategies and Universal Design for Learning (UDL) principles are referenced, offering varied learning methods, though time allocations for lesson components are not provided.

Chapter Overviews are at the beginning of each chapter which explicitly connect TEKS and ELPS.

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 beginning-of-year letter for families in English and Spanish, which introduces the program and provides general strategies to support learning (e.g., encouraging regular practice and showing how math connects to daily life).

A tracking chart is available in English and Spanish and can be shared with families to help monitor student progress.

Chapter Family Letters in both English and Spanish are at the start of every chapter in the Student Edition.

2. Progress Monitoring

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

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	All criteria for guidance met.	2/2
2.1b	All criteria for guidance met.	2/2
2.1c	Materials do not include content, language supports, or an online calculator tool for diverse student needs.	2/4
2.1d	All criteria for guidance met.	4/4
2.1e	All criteria for guidance met.	4/4
—	**TOTAL**	14/16

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

The *Implementation and Pacing Guide* includes a comprehensive table that lists assessment types—diagnostic, formative, and summative—along with their definitions, intended purposes, and how each is used in the program.

Formative assessments, such as the "Practice" tasks in grade 5, are designed to reinforce skills after instruction and are intended for scaffolded use following guided lessons. The materials provide detailed descriptions of each assessment type and its function in instruction, supporting teachers with clear expectations for use.

Summative assessments, such as Chapter Tests, are described as flexible tools that may be used formatively or summatively to assess TEKS mastery, track student progress, identify reteach opportunities, and prepare students for STAAR-style testing.

Both the *Teacher Edition* and the *Student Edition* include additional descriptions and guidance to support assessment understanding and implementation.

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

The *Implementation and Pacing Guide* includes an "Assessment Administration and Teacher Guidance" section that provides detailed instructions for consistent, equitable, and instructionally intentional administration of assessments. Teachers are guided on when and how to administer each assessment,

including the use of modeling, hints, and prompts for formative assessments such as "Practice" (e.g., to be administered after the "Critical Thinking" section).

For summative assessments such as "Assessment" and "Exit Tickets," the materials instruct that they should be completed independently, without teacher assistance, ideally in a quiet setting. The *Teacher Edition* supports administration with correct answers, Depth of Knowledge (DOK) levels, and instructional scaffolds.

The materials offer accommodation support, timing guidance, and strategies for accurate scoring and data use. Teachers receive reminders about question types students may encounter to prepare for efficient delivery.

The *Teacher Edition* provides tools such as assessment item analysis to help teachers identify performance patterns and adjust instruction accordingly.

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

The materials offer both digital and printable versions of assessments, including end-of-chapter assessments and two full-length STAAR-style assessments, accessible through the online dashboard.

The digital platform includes customizable accessibility tools to support individual student needs, such as line reader, magnifier, font size adjustment, text-to-speech, and color contrast settings.

Text-to-speech is an accommodation that can be enabled or disabled within the digital assessments. However, the platform does not offer content and language supports or an online calculator tool to accommodate diverse learners.

The *Teacher Edition* supports the use of digital and printable formats and emphasizes enabling accessibility tools.

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

The materials include a *Practice Test* that can be administered at the beginning of the year as a diagnostic assessment to help identify areas of student growth.

Diagnostic assessments are TEKS-aligned and include STAAR-style questions with varying levels of complexity, ranging from basic recall to higher-order thinking such as problem-solving, analysis, and strategic reasoning.

These assessments feature a variety of interactive item types, including multiple choice, drag and drop, fill in the blank, drop-down menus, multi-select, select objects, graphing, and number lines.

End-of-chapter assessments are also STAAR- and TEKS-aligned, allowing students to demonstrate understanding through multiple response formats.

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 TEKS-aligned formative assessments embedded throughout instruction, such as *Activate* P*rior* K*nowledge* tasks, *Guided* I*nstruction* checks, *Critical* T*hinking* activities, practice questions, lesson assessments, exit tickets, differentiation tasks, extension activities, and lesson-embedded tasks.

These assessments use a range of interactive item types, including multiple choice, drag-and-drop, drop-down menus, fill-in-the-blank (text entry), multi-select, graphing, and number lines.

Tasks and questions are designed with varying levels of complexity, aligned to Depth of Knowledge (DOK) levels: DOK 1: Basic recall; DOK 2: Application, skill, and concept; DOK 3: Reasoning and strategic thinking; and DOK 4: Extended learning. For example, in grade 5, Lesson 23 Assessment includes multiple choice, drag and drop, multi-select, and text entry.

Exit tickets are lesson-based and STAAR- and TEKS-aligned, such as Lesson 1 Exit Ticket.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	Materials do not include scoring information, or rationales for correct or incorrect responses.	2/3
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**	7/8

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

The materials provide guidance for educators on interpreting student data through multiple reports, including Assignment Completion Status, Assessment Item Analysis, Assessment Score Analysis, Standards Proficiency Reports, Growth Reports, and Class Intervention Group Reports.

The *Measuring Up Live* platform includes scoring information and rationales for correct and incorrect responses, supporting teachers in analyzing student performance. Tools such as "What Do I Want to Know?" and "Which Live Up Report Will be Helpful?" guide teachers in selecting appropriate reports to inform instruction.

The print materials do not include scoring guidance or rationales for student responses (such as those noted on p. xviii). Not all instructional assessments provide rationale for student responses. For example, in grade 4, Lesson 25, the end-of-lesson assessment lacks explanation for correct or incorrect answers.

The materials offer brief rationales for common student misconceptions on some practice assessments. For instance, in grade 4, Chapter 1, Problem 1, a common error is identified with a hint to guide student understanding.

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

The materials provide guidance for using tasks and activities to address student performance trends identified through assessments, such as the Practice 1 test and answer guide, which help teachers locate learning gaps and corresponding reteach lessons.

The *Measuring Up Live* platform highlights patterns in student errors and supports instructional adjustments based on real-time data.

Educators can access reports identifying trends, such as consistently missed TEKS by individuals or groups of students, to inform reteaching or enrichment opportunities.

Tools such as Standards Proficiency Reports, "What Do I Want to Know?" and "Which Live Up Report Will be Helpful?" support data interpretation and instructional planning.

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 *Measuring Up Live* online platform provides tracking tools and reports for both teachers and students to monitor progress on TEKS and standards.

Teachers can access reports that track which skills or standards have been mastered, started, or not yet started, with updates generated automatically from assessment and task performance.

Students have access to personalized dashboards to track their own growth and progress on standards.

The platform also includes best practices for digital assessment implementation, including an option for immediate feedback after a student's first attempt at an assessment question, if enabled by the teacher.

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 provide prompts and guidance for conducting frequent checks for understanding throughout each lesson and activity. *Guided Instruction* sections include sidebar question prompts to help teachers assess student thinking in real time.

Examples of prompts include in Chapter 1: "Write Decimals Through the Thousandths," "How is expanded notation different from expanded form?" and, in a geometry lesson, "What are two reasons why the figure cannot be a regular polygon? It does not have congruent sides, and it does not have congruent angles."

Critical Thinking sections encourage teachers to assign selected problems and offer additional challenges for advanced learners (e.g., Ask students to complete problems 1–3. Provide extra challenges for students who require it.).

Each lesson includes structured components such as quick reviews, hands-on activities, bridge activities, and transitions to new learning, providing opportunities for checks for understanding, partner talk, expected answers, and formative assessment. The Teacher Edition features wraparound support aligned with the Student Edition, embedding prompts and instructional guidance throughout the lessons.

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	All criteria for guidance met.	2/2
3.1d	Materials do not include the digital components with content and language supports.	1/3
3.1e	All criteria for guidance met.	2/2
—	**TOTAL**	10/12

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

The materials provide explicit teacher guidance and scaffolds to support students in reaching proficiency with prerequisite or grade-level concepts.

Differentiation supports include sentence frames, repetition, simplified academic language, visual models, manipulatives, and graphic organizers. The Differentiation section of Lesson 1 provides instructions for teachers to use supports and aides to reinforce student learning.

In grade 5, Lesson 1, the *Teacher Edition* provides a Differentiation activity to scaffold the concept of decimals and how to read them correctly.

The *Wraparound Student Edition* offers specific guidance for working with ELLs and Striving Learners across lessons.

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 teacher guidance for language supports, including pre-teaching of academic vocabulary and Spanish cognates, aligned to the ELPS. The materials include sentence frames, structured activities, and collaborative tasks (partner, small group, and whole group) to develop academic vocabulary and support language learners. Visual models, manipulatives, and graphic organizers further support language development and access to academic content.

Language supports are embedded within *Differentiation* activities and *EBL Tips*. For instance, in grade 5, Lesson 2, an *EBL Tip* guides teachers to use color coding and sentence stems to help students identify and apply academic language to math concepts.

The *Wraparound Student Edition* provides specific guidance on introducing academic vocabulary, including prompts for students to reflect on the terms needed to understand each lesson, as seen in the *Learn Together* activities.

However, some reviewers noted inconsistent evidence of explicit pre-teaching supports for unfamiliar references and academic vocabulary across lessons.

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.

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

Extension activities are provided to deepen and extend student learning through application, generalization, or creative problem-solving. *Critical Thinking* prompts are embedded throughout to encourage students to analyze problems, justify their reasoning, and make real-world connections.

For example, in grade 5, Lesson 1, an extension activity guides teachers to have students create riddles during a Decimal Riddle Challenge. In grade 5, Lesson 2, *Critical Thinking* prompts direct students to evaluate the correctness of a problem and explain their thinking.

The T*eacher Edition* includes extension tasks designed for use with all students, including those who have mastered the content. Sidebar instructions provide additional guidance for enrichment and extension tasks throughout lessons.

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

The *Measuring Up Live* online platform allows teachers to enable or disable specific accommodations to support students, including the line reader, magnifier, font size adjustments, text-to-speech, and color contrast options.

While the digital materials provide adjustable accessibility tools, the availability of features is inconsistent. Text-to-speech and font size adjustments are listed as available, though other reports indicate that these features may be missing or limited. The line reader, magnifier, and color contrast options are available. Calculators are not included in the digital materials.

The digital materials do not include integrated content and language supports, such as vocabulary assistance, simplified text options, or language comprehension tools.

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 provide multiple options for students to demonstrate their understanding of mathematical concepts using the PER framework. Perform: Students show understanding through actions such as manipulating objects, solving problems, or executing procedures. Express: Students articulate their comprehension verbally, in writing, or through other forms of communication, explaining their reasoning. Represent: Students demonstrate knowledge by creating models, diagrams, charts, graphs, equations, or other visual representations.

Educator guidance supports diverse demonstrations of understanding, encouraging oral and written explanations, the use of diagrams and models, peer collaboration, structured talk, and partner activities.

Each lesson includes an Exit Ticket that prompts students to use a variety of strategies to demonstrate their learning.

This guidance equips educators to accommodate different learning styles and effectively assess a wide range of student responses.

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	Materials do not include direction for educators on when to use each intervention, how to implement it effectively, or how to monitor student progress.	2/3
3.2d	All criteria for guidance met.	2/2
3.2e	Materials do not include guidance, prompts, or support for providing timely or meaningful feedback during lesson delivery.	0/2
—	**TOTAL**	11/14

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 include explicit prompts and guidance to help teachers activate students' prior knowledge before introducing new concepts, consistently embedded in an Activate Prior Knowledge section.

Lessons help bridge gaps from previous grade levels to new mathematical ideas through hands-on activities, visual models, and guided instruction. For example, students use base-10 blocks to model multiplying decimals before progressing to algorithms.

Materials include prompts to anchor big ideas and connect key patterns, features, and relationships through multiple means of representation, such as visual models, real-world examples, and mathematical tools.

The Understand the TEKS section includes bolded, meaningful questions designed to deepen student understanding and promote critical thinking. Educator guidance supports differentiation, including prompts like, "Direct students to highlight all prime numbers," to reinforce understanding.

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

The materials provide teacher guidance for effective lesson delivery using various instructional approaches, including hands-on activities, pictorial representations, and abstract reasoning to build conceptual understanding.

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

The materials provide multiple intervention methods for whole-group, small-group, and individual instruction to support struggling learners and EB students.

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

In grade 5, Lesson 10, a *Learn Together* activity engages students in solving a real-world problem using long division in small groups, along with three additional extension activities focused on division for partner or independent work.

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

Lessons and activities lack suggestions for when to check for understanding or how to lead discussions that explore students' reasoning.

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	Materials do not include differentiated strategies across multiple proficiency levels of English language learners.	1/4
3.3b	This guidance is not applicable to the program.	N/A
3.3c	Materials do not include the English Language Proficiency Standards (ELPS) for all levels.	0/1
3.3d	Materials do not include oral language routines; they are limited or missing.	1/8
3.3e	This guidance is not applicable to the program.	N/A
—	**TOTAL**	2/13

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.

Sentence frames help students explain their thinking (e.g., "The number rounds to __ because the digit to the right is __," or "This shape is a __ because it has __").

Materials offer general tips for supporting Striving Learners and Emergent Bilingual Learners, including vocabulary-building activities, like flashcards, and oral language practice.

EBL tips are included throughout the materials to support language development. Linguistic accommodations are provided for at least one level of language proficiency but are not differentiated across multiple proficiency levels.

Linguistic accommodations are present for at least one level of language proficiency, but the materials do not differentiate supports across multiple proficiency levels.

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 materials do not reference or support state-approved bilingual or ESL program models, such as dual language immersion or ESL pull-out programs.

Implementation guidance is limited and not clearly connected to the ELPS or designed to support English learners within designed instructional models.

The materials lack clear guidance for educators on implementing them effectively in state-approved bilingual or ESL programs.

Built-in supports for differentiation and language learners are present but are not specific to language proficiency levels or aligned with program requirements.

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

Materials provide guidance to support EB students in developing academic vocabulary, including dedicated vocabulary introductions in the *Understand the TEKS* section of each lesson.

Supports include sentence stems, key term reviews, and the use of English–Spanish cognates (e.g., *ounce*/*la onza*, *gallon*/*el galón*) to reinforce vocabulary.

Written language development is supported, but oral language routines are limited or missing. Materials lack embedded guidance for building background knowledge and making cross-linguistic connections through written and oral discourse.

Supports are generic, not differentiated by language proficiency level, and do not scaffold over time to promote progressive 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	All criteria for guidance met.	4/4
—	**TOTAL**	6/6

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

The materials provide practice opportunities aligned to the TEKS that allow students to demonstrate depth of understanding through guided instruction, scaffolded tasks, and independent work. Instructional tasks increase in rigor, moving from guided practice to more complex, independent problems that require conceptual understanding.

In grade 5, Chapter 1, *Write Decimals Through the Thousandths*, students use a place-value chart to identify digit values and relate them to real-world contexts, such as recognizing the value of dimes and pennies. They then progress to writing numbers in expanded notation based on their place-value understanding.

Assessment opportunities, including Lesson 1 Exit Ticket, Lesson 1 Assessment, evaluate student mastery of the TEKS. These assessments ask students to justify their answers, identify correct expressions, and convert between expanded and standard notation.

Assessments target multiple cognitive domains, including factual, conceptual, procedural, and metacognitive knowledge, promoting higher-order thinking.

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.

Instructional progression typically begins with Guided Instruction, moves to Critical Thinking tasks, and concludes with assessments to evaluate conceptual understanding. Scaffolding is embedded throughout lessons, beginning with concrete models, transitioning to pictorial representations, and culminating in abstract problem solving.

Teachers are provided with higher-order questioning prompts to deepen student thinking. For example, in a grade 5 lesson on whole numbers, students are asked, "How can you show each place value as a multiplication problem?" to promote conceptual understanding.

Enrichment and extension activities are included to challenge advanced learners. In grade 5, Chapter 2, students create and exchange decimal riddles, and an online game challenges students to identify numbers based on value ("splat the number").

Tasks are designed to build academic stamina and reinforce previously taught concepts while integrating prerequisite TEKS. Examples of rigorous activities include identifying all terms used to describe geometric figures and using digit cards to create and solve volume problems by matching them to rectangular prism dimensions.

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	Materials do not include guidance for procedures.	3/4
—	**TOTAL**	5/6

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

In grade 3, students use number lines to explore and represent unit fractions. Tasks guide students to connect identifying and naming whole numbers between two whole numbers to naming fractions between consecutive whole numbers.

Educator prompts support these connections, such as: "If you can find numbers, like 5, between 0 and 10, can you also find numbers between 0 and 1??" "Just like you find numbers between whole numbers, you will learn how to name and understand them in a new way, using fractions."

In grade 5, materials connect understanding of area to finding volume. Tasks guide educators to use prompts such as: "Now that you know how to use the number of rows of unit squares to find the area of a two-dimensional figure, what happens when you use unit cubes to find the volume of a three-dimensional figure?" "What are real-world objects that you can measure by their volume?" How can we use the formula $l \times w \times h$ for the volume of a rectangular prism with either unit cubes or measurements?" Another example includes modeling division of whole numbers and unit fractions, which demonstrates coherence across concepts and within the grade level.

Materials include question prompts in lesson introductions to deepen student understanding and connect math concepts to real-world applications. *Building Stamina* tasks reinforce previously taught concepts and promote continued skill development.

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 provide a Learning Progression at the beginning of each chapter and within lesson planners to demonstrate coherence across concepts and grade levels. The Learning Progression outlines TEKS taught in prior, current, and future grade levels, supporting vertical alignment and instructional planning.

In grade 4, the Learning Progression reminds teachers that students previously learned to compare and order whole numbers up to 100,000 using symbols. In the current lesson, they expand that knowledge to compare and order numbers up to 1,000,000,000.

The grade 4 Learning Progression connects to grade 5 concepts, such as extending place-value understanding to comparing and ordering decimals.

In grade 5, the Learning Progression highlights connections to prior learning and identifies previously taught TEKS relevant to the current lesson, helping teachers reinforce essential concepts and address potential areas of student difficulty.

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

The materials consistently link prior knowledge to current learning, using familiar procedures and tools to support student understanding. Each lesson begins by activating prior knowledge, followed by guided instruction, practice, and critical thinking tasks to extend learning and challenge advanced students.

The Teacher Lesson Planner includes explicit guidance for activating prior knowledge during lesson introductions. Lessons follow a clear instructional progression: activating prior knowledge → bridging concepts → transitioning to new learning.

Example (grade 3): Students begin by telling time to the minute on analog clocks, progress to solving time intervals using those clocks, and finally apply other strategies to solve elapsed time problems. *Critical Thinking* sections reinforce and extend prior lessons while integrating prerequisite TEKS from earlier grades to support learning continuity.

The curriculum is limited to grade-level concepts and does not introduce content from subsequent grades. Future grade-level concepts and procedures are not included in the scope of the materials.

4.3 Coherence and Variety of Practice

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.3a	Materials do not include a consistently integrated, spaced retrieval or spiraled review across regular lessons or throughout the learning pathways.	1/2
4.3b	Materials do not include a spiraling approach overall, focusing primarily on one concept or skill at a time without consistently revisiting or integrating earlier learning across pathways or units.	0/2
—	**TOTAL**	1/4

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

In grade 3, students learn place value up to 100,000 and later apply this understanding to compare, order, and round numbers. They are prompted to draw on concepts such as the value of each digit, place-value charts, number lines, and focusing on the largest place value when comparing numbers.

The materials and assessments primarily focus on current grade-level content without routine review or reinforcement of previously learned skills or concepts. In grade 4, Lesson 1 explicitly highlights connections to prior learning within the Lesson Progression section, supporting instructional coherence.

The "Building Stamina" end-of-chapter assessments incorporate spaced retrieval opportunities, revisiting previously learned skills and concepts to promote long-term retention and deeper understanding.

Despite these targeted assessments, the materials do not provide consistent spaced retrieval or spiraled review opportunities across the entire learning pathway or regular lessons.

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

The materials provide interleaved practice opportunities that allow students to apply previously learned skills alongside new content. For example, in grade 3, students apply grade 2 skills—such as base-10 blocks, place-value charts, writing numbers in expanded form within 1,200—while practicing place value up to 100,000. Students also revisit concepts such as greater than, less than, and place value.

Assessments include a variety of problem types that spiral in prerequisite and previously learned skills alongside new content. For instance, Lesson 2 Critical Thinking reinforces and extends principles taught in earlier lessons while integrating prerequisite TEKS from previous grades.

Despite some interleaving in assessments, the materials generally follow a non-spiraling approach, focusing on one concept or skill at a time without consistently revisiting or integrating earlier learning across pathways or units.

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 provide opportunities for students to interpret, analyze, and evaluate mathematical models and representations. For example, in grade 5, students use place-value charts for whole numbers and decimals to determine digit values. In grade 3, students analyze models to write numbers in expanded form and expanded notation.

Lessons are structured to help students activate prior knowledge, build new skills, apply learning, and reflect on their understanding. Each lesson includes an Exit Ticket that prompts students to use various strategies to demonstrate their understanding.

Educator guidance follows the PER framework: Perform: Students show understanding through actions such as manipulating objects, solving problems, or executing procedures. Express: Students articulate comprehension verbally, in writing, or through other communication methods. Represent: Students demonstrate knowledge by creating models, diagrams, graphs, equations, or other visual tools.

This comprehensive guidance supports diverse student demonstrations, accommodates various learning styles, and equips educators to assess a wide range of student responses effectively.

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

The materials include questions and tasks that incorporate both concrete and pictorial models to support student understanding. Concrete models used in lessons include place-value disks, number cubes, highlighters, and index cards. Pictorial models include number lines, coordinate grids, and input–output tables to help visualize mathematical concepts.

In grade 5, Lesson 2, *Activate Prior Knowledge*, teachers guide students to use place-value disks and a decimal place-value chart through hundredths to compare numbers, with prompts such as, "Which number is greatest? Least? How do you know?" In the same lesson, a Differentiation activity includes a

number line to help students visualize decimal comparisons, along with guidance on how to draw and plot numbers.

In grade 5, tasks require students to create and reconstruct figures on a coordinate grid by placing vertices at specific points using provided grid tools.

Each lesson includes C*ritical* T*hinking* opportunities that prompt the use of both concrete and pictorial models to represent mathematical concepts and real-world situations. *Guided Instruction* consistently integrates the use of models to support student learning.

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

The materials offer consistent opportunities for students to apply their conceptual understanding to new problems, unfamiliar situations, and real-world contexts through targeted questions and tasks.

5.2 Development of Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.2a	Materials do not include a strong emphasis on building fluency or developing students' automaticity with basic computation skills.	0/2
5.2b	Materials do not include opportunities for students to be consistently given opportunities to apply different methods or choose the strategy that works best for them.	0/3
5.2c	Materials do not include opportunities for students to be consistently asked to choose between strategies, justify their reasoning, or explain which method is more efficient.	1/3
5.2d	All criteria for guidance met.	1/1
—	**TOTAL**	2/9

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 place a strong emphasis on building fluency or developing students' automaticity with basic computation skills, which are essential for efficient problem-solving and long-term mathematical success.

The materials do not include tasks designed to build the fluency and automaticity needed to complete grade-level tasks successfully.

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

The materials focus on students arriving at the correct answer but do not emphasize how the problem was solved or the efficiency of the method used.

Although multiple strategies are introduced, students are not consistently given opportunities to apply different methods or select the strategy that works best for them.

The materials provide practice with mathematical procedures but lack opportunities for students to revisit learning or connect concepts by choosing among 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 provide some opportunities for students to evaluate accuracy. For example, in *Critical Thinking* activities, students work with a partner to solve problems and explain their reasoning.

While some activities model accurate mathematical representations, students are not consistently given opportunities to evaluate the efficiency, flexibility, or accuracy of different strategies.

In several lessons, the teacher provides both the method and the answer, limiting student engagement in critical thinking, comparison of approaches, or decision-making about strategy selection.

Although different representations (e.g., for fractions) are shown, students are not consistently asked to choose between them, justify their reasoning, or explain which method is more efficient.

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

The materials support students in progressing from concrete to more efficient strategies for solving mathematical problems, such as moving from using fraction bars and models to finding least common multiples when adding and subtracting fractions with unlike denominators.

Students are given opportunities to choose their preferred strategy for finding common denominators or using equivalent fractions to solve problems fluently.

Activities guide students in progressing from less efficient to more efficient strategies, such as using rectangular models to identify prime and composite numbers and advancing to divisibility rules for greater efficiency.

The program would be strengthened by incorporating reflection prompts or structured comparisons to help students evaluate and refine their strategic choices over time. Teacher prompts encourage connections between concepts, such as applying understanding of finding the area of two-dimensional figures to finding the volume of three-dimensional figures.

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.

In grade 5, materials guide students from using hands-on tools (e.g., place-value disks) to pictorial models, and then to abstract applications for comparing and ordering decimals.

Lessons balance conceptual understanding (e.g., why rounding decimals matters) with procedural skills (e.g., how to round decimals using place-value knowledge).

Visual aids, such as number lines and charts, support understanding of rounding and place value.

Teacher questions prompt reflection on both concepts and procedures. Materials support analysis of mathematical relationships to help students connect ideas.

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

Lessons transition from pictorial to abstract representations to solve problems involving decimal addition and comparisons.

Some lessons reference concrete models conceptually but lack the use of physical manipulatives (e.g., place-value disks or blocks), limiting alignment with the TEKS requirement for concrete, pictorial, and abstract (CPA) representation.

An activity in grade 5 uses craft sticks of varying lengths to build and classify polygons, connecting concrete models to pictorial representations and organizing understanding with tools such as Venn diagrams.

Students draw and analyze rectangles to calculate area and perimeter, then connect this learning to volume by layering unit cubes, supporting conceptual connections across dimensions.

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

In grade 5, students are guided to build models—such as arrays or area models—for division and multiplication, then connect them to the standard algorithm through explanation and comparison.

Representational models like number lines and place-value charts help students visualize concepts such as rounding and place-value relationships. Abstract models are introduced as students apply formal procedures and mathematical rules (e.g., rounding based on place value).

Students use unit cubes to build rectangular prisms (concrete model), draw diagrams (representational model), and write volume equations (abstract model) to explore volume.

The materials incorporate the PER structure, prompting students to demonstrate understanding through action, explanation, and modeling. Students are encouraged to explain their reasoning orally and in writing, use diagrams and models to represent thinking, and collaborate with peers in structured discussions.

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 *Understand the TEKS* section in each lesson supports concept development by embedding guided discussions that incorporate mathematical vocabulary in context.

Lessons include examples and visuals (e.g., shapes, perimeter, area, volume) to support understanding and use of terms such as *addends*, *sum*, *difference*, *perimeter*, *area*, *volume*, and *rectangular prism*.

Sentence stems and frames, along with graphic organizers, are consistently included to help students explain their reasoning using precise academic mathematical language. Each lesson features an *EBL Tip* that provides additional sentence frames to support emergent bilingual learners in math discussions.

A *Words to Know* chart with bolded definitions is included in the Lesson Planner to reinforce key vocabulary. Vocabulary review prompts are embedded in the *Understand the TEKS* section to support understanding of academic terms.

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 *Understand the TEKS* section introduces and explains key mathematical vocabulary in context (e.g., dividend, divisor, quotient, remainder, perimeter, area, polygon, attributes) to build student understanding.

Lessons include educator guidance to support vocabulary development, such as creating visual anchor charts and webs to categorize shapes by attributes. Students are encouraged to use academic vocabulary in peer discussions and when communicating their reasoning with educators and classmates.

Activities like pixel art design (for perimeter and area) and polygon riddles (for classifying two-dimensional figures) reinforce vocabulary through hands-on application and require students to explain their thinking using precise mathematical language.

Materials provide question prompts to elicit vocabulary-rich explanations from students. Students frequently check their work with partners and engage in collaborative discussions that strengthen their use of vocabulary in context.

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

The *Understand the TEKS* section provides explicit guidance to introduce and explain mathematical vocabulary in context to support student understanding.

Lessons include built-in support to help students use mathematical language and vocabulary during discussions. Guiding questions and prompts throughout lessons, especially in *Understand the TEKS* and *Guided Instruction* sidebars, encourage students to justify their thinking using academic vocabulary.

Prompts such as "Why is understanding area important in real-life situations?" guide students to think critically and explain ideas using precise mathematical terms.

Exemplar responses model how students can use appropriate academic language in their explanations. Vocabulary review prompts are embedded to reinforce key terms throughout the lessons.

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

Educator guidance is embedded to facilitate discourse and help students use precise mathematical language with peers. Guided questions prompt students to explain their thinking using academic terminology (e.g., "What is a decimal and why do you use it?" "Why is volume measured in cubic units instead of square units?").

Lessons include differentiated partner activities in which students explain their reasoning using place-value terms and mathematical vocabulary while solving problems (e.g., ordering decimals, calculating area and volume).

Hands-on tasks (e.g., using base-10 cubes or building prisms) encourage peer discussion and exploration of real-world mathematical connections (e.g., identifying objects shaped like rectangular prisms).

Teachers are guided to promote collaboration through partner, small-group, and whole-class tasks that support concept development and mathematical reasoning. Discourse questions are provided to build conceptual understanding and align with the Mathematical Process Standards.

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.

Open-ended questions encourage multiple solution paths and real-world connections (e.g., where perimeter or volume calculations are needed). Students are prompted to explain their thinking, create pictorial models, and generate their own word problems, fostering conceptual understanding and creativity.

Sentence frames and bilingual tips support students—especially Striving Learners and EBLs—in expressing mathematical reasoning clearly.

Materials identify common misconceptions and provide targeted hints or guiding questions to help redirect students and deepen understanding. Examples include confusing formulas for perimeter and area, miscounting cubes in volume tasks, forgetting to multiply correct dimensions, and reading decimals with zero.

Differentiation sections include specific strategies like "Say What You See" for reading decimals and scaffolded vocabulary support for struggling learners. Guidance helps teachers assess thinking and address misconceptions promptly, promoting accuracy and conceptual growth in lessons on area, perimeter, volume, and decimal operations.

5.5 Process Standards Connection

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.5a	All criteria for guidance met.	1/1
5.5b	Materials do not include material showing that it is connected throughout the learning pathways.	1/2
5.5c	All criteria for guidance met.	1/1
—	**TOTAL**	3/4

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

Lessons in grade 5 integrate TEKS process standards by engaging students in reasoning, problem-solving, and mathematical communication through real-world applications.

Students analyze and classify two-dimensional shapes by listing attributes and organizing them based on shared properties.

Lessons support conceptual understanding and flexible thinking by connecting mathematical content with process standards, fostering confidence, and deeper learning.

Mathematical process standards are embedded in each *Lesson Planner*, with assessments aligned to TEKS-based objectives.

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

In grade 5, materials incorporate TEKS mathematical process standards within individual lessons through tasks that emphasize problem-solving, reasoning, and communication. Each *Lesson Planner* lists mathematical processes using clear "Students will..." statements (e.g., "Students will look for how numbers and ideas go together to better understand and explain math").

Materials include descriptions and tables to show how mathematical process standards are addressed in each lesson, helping educators understand what students should be able to do by the end.

Students are encouraged to model thinking, analyze relationships, and explain their reasoning clearly throughout lessons.

However, there is limited explicit guidance on how process standards are systematically connected across lessons or units, which may limit educators' ability to support skill development over time in a cohesive and structured way.

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

Each lesson begins with a *Lesson Planner* that outlines The TEKS content standards addressed, the mathematical process standards incorporated, and a clear overview of process standards. Examples include: 5.1A—applying math to real-world situations, 5.1C—selecting tools and strategies to solve problems; and 5.1F—analyzing relationships.

Guided questions are included to help teachers frame instruction around process standards, promoting problem-solving, reasoning, and mathematical communication.

The materials support teachers in introducing the TEKS to students and setting learning objectives at the start of each lesson.

This structured alignment supports consistency in instruction, reinforces critical thinking, and fosters deeper mathematical understanding across lessons.

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.

Grade 5 materials consistently provide opportunities for students to think mathematically and persevere through multistep problem solving. Lessons include differentiated activities and challenge problems that require students to apply a problem-solving model to real-world and complex scenarios.

Students engage in deep mathematical thinking through tasks like creating and analyzing patterns, writing equations, and graphing relationships (e.g., comparing additive and multiplicative patterns).

Collaborative learning is emphasized through partner and group discussions, allowing students to explain their thinking and learn from one another. Materials include critical-thinking tasks, multistep word problems, and exit tickets to assess understanding and reinforce problem-solving skills.

Lessons use guided questions to promote reasoning during measurement conversions and geometric tasks (e.g., "How does understanding unit relationships help solve this problem efficiently?").

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

Grade 5 materials emphasize that there are multiple valid ways to solve problems by offering varied strategies and representations. Guiding prompts support students in reflecting on their problem-solving steps (e.g., "Could you switch steps 2 and 3 around and still end up with the same final answer?").

Lessons include prompts for estimation and strategic thinking (e.g., "What estimation strategy would work best for subtracting the total number of grabbed pennies from the jar? Why?").

Activities like the number cube task and Secret Rule Game encourage students to create, compare, and discuss patterns, reinforcing flexible thinking. Lessons incorporate the PER structure to encourage multiple modes of reasoning, communication, and learning.

Partner and group discussions are embedded in lessons, prompting students to explain their reasoning, justify strategies, and check one another's understanding. Students rotate roles in group work—writing equations, constructing tables, and graphing—to engage with content from multiple perspectives and deepen conceptual understanding.

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.

Grade 5 materials support students in making sense of mathematics through hands-on activities, written explanations, and collaborative discussions. Sentence frames and stems are provided to help students explain their reasoning, particularly during regrouping, while building mathematical vocabulary.

Lessons reinforce connections between concrete models and abstract methods (e.g., writing each step of a problem using the standard algorithm to support place-value understanding).

Students engage in interactive tasks such as creating and analyzing input–output tables, writing and graphing equations, and playing games like the Secret Rule Game. Materials include guided discourse questions and structured prompts to support meaningful mathematical conversations and reflective thinking.

Students demonstrate understanding by writing about their thinking, explaining patterns, and justifying strategies during group work and exit tickets. Activities prompt students to engage with math in multiple ways—doing, discussing, and writing—which deepens conceptual understanding and supports all learners.

6.2 Facilitating Productive Struggle

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.2a	All criteria for guidance met.	6/6
6.2b	Materials do not include prompts and guidance to support educators in providing explanatory feedback based on student responses.	2/4
—	**TOTAL**	8/10

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

Lessons prompt students to explain similarities and differences in mathematical concepts (e.g., rounding decimals vs. whole numbers) and to justify their reasoning with examples (e.g., explaining whether a decimal in the thousandths place is greater than one in the tenths place).

Students are prompted to defend their reasoning and critique others' thinking through partner talk, group discussions, and collaborative activities. Tasks such as the Secret Rule Game and index card equation exchange require students to create, explain, and reflect on rules using tables and graphs.

Structured opportunities for written explanations and peer feedback help students refine strategies and improve communication skills. Collaborative tasks, like concept map creation, support students in organizing and presenting their understanding of geometric concepts such as classifying polygons and quadrilaterals.

Materials promote confidence in mathematical reasoning by encouraging students to justify their approaches, engage with peer strategies, and revise their thinking accordingly.

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

Grade 3 materials include prompts and supports to help educators provide explanatory feedback based on anticipated student misconceptions. Built-in prompts and visual tools address misconceptions, such as misinterpreting rows and columns in arrays or miscounting on number lines.

Common errors and hints are embedded in practice activities (e.g., confusing the numerator and denominator in unit fractions), helping teachers guide students toward correct reasoning.

The materials do not include embedded prompts or guidance to support teachers in delivering explanatory feedback tailored to student responses. Materials do not equip educators with strategies or sample responses to address common student misconceptions or extend student thinking.