Renaissance Learning, Inc.

Supplemental English Mathematics, 1

Nearpod Instructional Suite, 1

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Supplemental	**9798998577208**	**Digital**	**Static**

Rating Overview

TEKS SCORE	TEKS BREAKOUTS ATTEMPTED	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
91.72%	169	39	Flags Addressed	Not Applicable	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	8 out of 23	35%
2. Progress Monitoring	12 out of 24	50%
3. Supports for All Learners	15 out of 39	38%
4. Depth and Coherence of Key Concepts	10 out of 16	63%
5. Balance of Conceptual and Procedural Understanding	28 out of 38	74%
6. Productive Struggle	11 out of 19	58%

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	11	0	0
2. Alignment with Public Education's Constitutional Goal	3	0	0
3. Parental Rights and Responsibilities	2	0	0
4. Prohibition on Forced Political Activity	0	0	0
5. Protecting Children's Innocence	6	0	0
6. Promoting Sexual Risk Avoidance	0	0	0
7. Compliance with the Children's Internet Protection Act (CIPA)	15	0	0

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

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	The materials do not contain the ELPS nor a rationale for learning paths within the grade level or across grade levels.	2/5
1.1b	The materials do not contain strategies for effective educator practices.	2/3
1.1c	The materials do not contain a diagnostic assessment.	1/2
1.1d	The materials do not contain protocols with corresponding guidance for unit and lesson internalization.	0/2
1.1e	The materials do not contain resources and guidance for instructional leaders to support educators with implementing the materials as designed.	0/2
—	**TOTAL**	5/14

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 "Implementation Guide" includes a scope for each grade level, outlining the key topics and essential learning objectives. Within the online platform, users can search by a specific topic and filter by standards using the blue link in the upper right, "Filter by Standards." By choosing "Texas" within that filter, the user can filter for a specific Texas Essential Knowledge and Skills (TEKS).

The instructional materials are organized into units. Each unit includes a set of "Topic Bundles," and each "Topic Bundle" includes a sequence of lessons. The lessons provide 8 to 11 "Aligned Resources," including activities, quick checks, and centers for that specific lesson's objective and TEKS. The lessons reflect horizontal alignment; however, horizontal alignment is not evident across the "Topic Bundles."

While English Language Proficiency Standards (ELPS) are not explicitly stated, there is evidence of some vocabulary-rich lessons to support emergent bilingual (EB) students.

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 an "Implementation Guide" that contains usage recommendations for different learning settings, including general education, special education, intervention, learning centers, flipped

classrooms, and independent study. It recommends delivering lessons as full direct instruction, reteaching with practice, mini-lessons, or student-paced learning. The guide includes usage recommendations for just-in-time support or advanced learners. The "Implementation Guide" does not provide specific strategies for effective educator use.

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

The materials do not contain a TEKS correlation guide or recommended skill entry points. Skill entry points are based on grade level rather than individual student performance or diagnostic results. For example, students can begin lessons within any of the eight topics for that grade level.

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

The materials do not provide protocols with corresponding guidance for unit and lesson internalization. The materials provide a "Teacher Resource" for each lesson. For example, in the grade 1 lesson "Interpret Equations as True or False," the following is provided within the "Teacher Resource:"

"The Skills—Determine if an addition or subtraction equation within 20 is true or false. Understand the meaning of the equal sign. Objective—Students will be able to determine if an equation is true or false. Connection to Prior Learning—Previously, students have learned to represent addition and subtraction using manipulatives, drawings, expressions, and equations. Skill Summary—Describes the skill in paragraphs, with how the lesson should progress. Connection to Future Learning—Later, students will extend their work on this skill to determine the unknown whole number in an addition or subtraction equation relating three whole numbers."

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

The materials include a link located in "Help and Support," where teachers can review support documents with videos on how to teach with Nearpod, including creating a lesson or video, managing the administrator dashboard and subscription, integrating other platforms, and understanding technical specifications. There is also an administrator feature where post-session reports can be located along with managing users and viewing licenses. Materials do not contain accompanying guidance or resources on how instructional leaders can use this data to guide teaching with the implementation of the materials.

1.2 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	The materials do not contain detailed lesson plans with learning objectives aligned to the ELPS and do not include assessment resources aligned to the TEKS or ELPS.	3/7
1.2b	This guidance is not applicable to the program.	N/A
1.2c	The materials do not contain communication with families in either English or Spanish.	0/2
—	**TOTAL**	3/9

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 generally include the TEKS aligned to the skill and objective for each lesson, listed on the bottom right of each lesson's slide presentation. TEKS alignment is inconsistent, with some lessons and assessments not aligned to the grade-level standard, sometimes involving skills beyond or below grade-level expectations.

The materials provide suggested times for lesson components throughout each lesson. For example, the "Solve Results Unknown, Add To/Take From Problems," lesson is broken down with the following time stamps: Pre-Assessment: 5 minutes; Authentic Connection: 5 minutes; Explicit Instruction: 30 minutes; Post-Assessment: 5 minutes.

The unit, "Topic Bundle," "Aligned Resources," and "Teacher Resources" provide detailed lesson plans that include the skill, objective, "Connection to Prior Learning," "Skill Summary," and "Connection to Future Learning." There is a pre- and post-assessment for each lesson. For example, in the grade 1 "Geometry" unit, "Identify & Draw 2-D Figures Based on Attributes" includes two lessons with "Teacher Resources" and eight additional "Aligned Resources" in the form of activities, quick checks, and centers. Another example of this within the materials is from the lesson "Interpret Equations as True or False," which includes "Teacher Resources" and 10 "Aligned Resources," such as activities, quick checks, and centers.

Nearpod "Teacher Resources" materials do not include assessment resources aligned with 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 do not include communication with families in either English or Spanish.

2. Progress Monitoring

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

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	The materials do not provide a definition for the types of instructional assessments.	1/2
2.1b	The materials do not contain guidance for the administration of instructional assessments.	1/2
2.1c	The materials do not contain text-to-speech, content and language supports, or calculators that educators can enable or disable for individual students.	1/4
2.1d	The materials do not contain diagnostic assessments with two or more varying complexity levels or two or more interactive item-type questions.	0/4
2.1e	All criteria for guidance met.	4/4
—	**TOTAL**	7/16

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

The materials are organized into "Topic Bundles" aligned to the TEKS, each containing multiple lessons with a consistent assessment structure. Every lesson includes a pre-assessment (typically a four-question quiz to gauge prior knowledge), a "Check for Understanding" activity during instruction, and a gamified post-assessment to measure student growth. The pre- and post-assessments mirror each other in style but use different questions. "Teacher Resources" provide answer rationales and guidance, and post-session reports help educators analyze student performance, identify misconceptions, and make data-informed instructional decisions. However, the materials lack a clear explanation of the specific purpose and role of each type of assessment.

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

The materials support the accurate administration of instructional assessments by aligning clearly to the intended learning goals and assessing the concepts and skills they are designed to measure. However, the materials do not provide guidance to ensure consistent administration across classrooms or educators, such as standardized protocols, routines, or timing recommendations.

The materials are organized into units and then "Topic Bundles" that are TEKS-based, each containing lessons with a consistent assessment structure: a four-question pre-assessment to gauge prior

knowledge, a "Check for Understanding" during instruction, and a four-question post-assessment. These pre- and post-assessments are embedded within every lesson and have a suggested time frame of five minutes for each assessment, ensuring consistent administration. For example, once the lesson "Compare & Sort 3D Figures Based on Attributes" is assigned, students are required to answer four pre-assessment questions to assess prior knowledge. Once the lesson has been completed, students complete "Time to Climb," the post-assessment. Additionally, "Teacher Resources" provide answer keys, explanations, and rationales to support instructional decisions.

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 allow teachers to print pre-assessments and provide accommodations. The user can print assessments by adding a lesson to "My Library," clicking the three dots in the upper-right corner of the lesson tile, and selecting "Export PDF" to download and print. This feature supports flexible use in classrooms needing paper-based assessments.

The platform includes accessibility tools, such as text-to-speech and content and language supports, which can be enabled in the lesson settings under the teacher's avatar. Once activated, these accessibility features—indicated by a book and speaker icon—support students during lessons and pre-assessments, but they are not available during post-assessments. While these accommodations are broadly accessible, they cannot be enabled or disabled for individual students. The platform does not offer access to a calculator.

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

The materials include pre-assessments at the beginning of each lesson called "Show What You Know," which include four multiple-choice questions that could serve as diagnostic assessments. However, the assessments do not include two or more interactive item types or two or more varying complexity levels. For example, at the start of the lesson "Make Ten to Add," students answer four multiple-choice questions, which are recall and knowledge questions: "Which of the following sums do not make a ten?" "Which of the following ten frame models show how to make a ten to find the sum of 7 + 7?" "Willow is making a ten to add. Which number completes the number bond for the six?" "Sammy is making a ten to find the sum of 7 + 5. Which of the following expressions can she use to find the sum?" The questions do not include interactive items or vary in complexity.

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

The materials provide TEKS-aligned formative assessments embedded within each lesson that support student understanding with different interactive item types and tasks. Each lesson incorporates activities such as drag-and-drop tasks, matching games, real-world scenarios, number bonds, and manipulatives, like base ten blocks or ten frames. For example, in the grade 1 bundle "Add & Subtract Within 100," the lesson "Add & Subtract 2 Multiples of 10" allows students to practice using flash cards, interactive blocks, and multiple-choice questions. In "Strategies to Add & Subtract Within 20," students solve problems through scenarios, equation writing, and interactive games with balanced equations. Nearpod lessons like "Solve Result Unknown, Add to/Take from Problems," further enhance formative assessment with slides to allow collaborative problem solving, number bond creation, and picture manipulation.

Center activities allow for differentiated instruction by offering varying levels of complexity through multiple task mats. In the "Geometry" unit "Measure Objects Using Nonstandard Units," students engage in games like "Let's Snap Some Photos" to identify shapes based on attributes and complete post-assessments that require higher-order thinking, such as identifying non-examples and analyzing shape attributes. These embedded activities ensure ongoing checks for understanding and provide flexible and varied complexity levels.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	Materials do not contain a rationale for each correct response.	2/3
2.2b	The materials do not provide guidance on how to use data with the included tasks and activities.	0/1
2.2c	All criteria for guidance met.	2/2
2.2d	The materials do not provide guidance on how to utilize these checks.	1/2
2.2e	This guidance is not applicable to the program.	N/A
—	**TOTAL**	5/8

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

The materials include instructional assessments with an answer key and rationales for incorrect responses, but do not contain rationales for correct answers. The "Teacher Resources" for each lesson include detailed pre- and post-assessment analyses, which include an answer key with rationales for correct and incorrect student responses. For example, the grade 1 "Add & Subtract Within 100" bundle includes the lessons "Add & Subtract 2 Multiples of 10" and "Find 10 More & 10 Less," which provide answer analyses that outline why students selected an incorrect answer. Additionally, in "Solve Results Unknown, Add To/Take From Problems," the answer rationale is provided.

Post-session reports provide summaries, activity insights, and individual student data. For example, the "Activity Report" identifies patterns when multiple students choose the same incorrect response. These resources collectively support accurate scoring, data interpretation, and instructional planning, ultimately enhancing the teacher's ability to respond to student learning needs.

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

The materials include post-session reports that allow teachers to analyze student understanding, identify misconceptions, and see real-time performance data; however, there is no guidance on how to use this data with the included tasks and activities in the platform.

Teachers can review data for a chosen lesson, activity, or post-assessment, including class average, participation percentage, and class and individual responses. For example, in the demo lesson "Divide Whole Numbers by 2- and 3-Digit Divisors," data shows a 50/50 split on a question, flagging it as commonly missed, which allows the teacher to make informed instructional decisions based on trends in the data; however, there is no guidance on which lessons, tasks, or activities to use with the data

provided. Additionally, the materials provide individual student reports, but there is no guidance on the use of the included tasks and activities based on this data.

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

The materials include automated reports from online platforms that show student participation, scores, and activity performance, which help guide instruction and intervention, align assessments to monitor growth, and give students the ability to self-monitor.

Teacher reports include lesson, activity, and post-assessment data, including individual student scores and class participation rates. Teachers can select specific lessons in the "Post-Assessment" tab to view detailed reports by class and student, including how each student answered individual questions.

Pre- and post-assessments have aligned questions that allow teachers to measure growth. For example, in the lesson "Solve Add To/Take From, Problems Within 20," the pre-assessment mirrors the post-assessment.

The online platform provides student accounts to be enabled, offering reports for both live and self-paced lessons where students view and track their progress data, including post-session reports, their responses along with the correct answers, activity grades, participation status, and scores.

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 multiple prompts in every lesson to check for understanding, including a pre-assessment, "Check for Understanding," "Think," "Collaborate," "Write," "Poll," and a post-assessment. These checks for understanding at key points within each lesson provide real-time monitoring of student learning.

Pre- and post-assessments provide data before and after the lesson. For example, in "Decompose a Number to Lead to 10," students complete the following: a pre-assessment with four multiple-choice questions; eight subtraction-from-10 expressions; decompose 15 in a group of 10 using tiles on a ten frame; make a 10 to subtract, then write an easier expression and solve; decompose numbers to make 10 and subtract in the four given expressions; and a post-assessment with four multiple-choice questions.

The materials include built-in icons in the lesson slides to help pace educators and provide opportunities to check for understanding. The materials do not offer guidance on how to respond to student answers.

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	The materials do not contain explicit educator guidance for lessons or activities scaffolded for students who have not reached proficiency in prerequisites or grade-level concepts and skills.	0/1
3.1b	The materials do not include explicit educator guidance for pre-teaching and embedded supports for unfamiliar references in text.	2/4
3.1c	The materials do not 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.	0/2
3.1d	The materials do not provide access to calculators.	2/3
3.1e	The materials do not contain educator guidance.	1/2
—	**TOTAL**	5/12

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 do not provide explicit educator guidance for TEKS-aligned, grade-level activities that support differentiated instruction for below-level learners. There are no step-by-step supports or adaptations within lessons or activities to assist students who require additional help.

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.

Materials include pre-teaching of developing academic vocabulary with embedded supports throughout the lessons. In "Identify and Draw 2-D Figures Based on Attributes," students review what a two-dimensional figure is, with academic vocabulary highlighted, and answer "why or why not" prompts when naming the two-dimensional figures. Additionally, in the lesson, students receive embedded support for two-dimensional shapes by drawing open and closed shapes and then identifying them. These same supports are provided for straight and curved lines.

The materials do not include explicit educator guidance for embedded supports or pre-teaching of unfamiliar references, like the word *outline* when students are asked to draw by tracing the outline of a

rectangle. Materials do not include explicit educator guidance for pre-teaching unfamiliar references in the text.

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

The materials provide aligned extension activities and centers that teachers assign for continued on-grade-level practice, but there is no explicit educator guidance to help teachers identify students who have demonstrated proficiency in grade-level and above-grade-level content and skills. For example, in "Measure Objects Using Nonstandard Units," teachers can assign the following extension activities that incorporate different learning strategies that align with the lesson's TEKS: "Measuring Objects Using Nonstandard Units – Color Tiles," "Measure in Nonstandard Units – Drag & Drop," "Match Lengths Using Nonstandard Units – Matching Pairs," "Measure Objects Using Nonstandard Length Units – Drag & Drop," and "Measurement with Nonstandard Length Units—Center."

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

The materials provide accommodations, including text-to-speech and content and language supports, but calculators cannot be provided to students. Instruction is differentiated by grouping students with specific needs and by turning on the Immersive Reader. For example, the teacher can launch multiple codes for any lesson, allowing certain groups of students to turn on the Immersive Reader; allowing students to click on a book icon that then reads independent work slides, open-ended questions, quizzes, and polls; and allowing students to click on a word for content and language support.

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 lessons that guide students through questions and tasks that allow demonstration and understanding in multiple ways—through virtual manipulatives, drawing, and interactive tasks—but do not provide specific guidance for supporting students in completing these tasks.

For example, in "Solve Start Unknown, Add to Take From Problems," students demonstrate understanding by representing numbers using number bonds, expressing their thinking with written equations, and performing story problems using interactive pictures. Additionally, students express fact families by writing equations, represent equations using an interactive pencil to draw and cross out circles, and perform equations using the "count on" strategy with fingers in the grade 1 lesson "Fluently Add & Subtract Within 10."

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	The materials do not contain educator guidance to support effective implementation.	2/3
3.2d	The materials do not provide guidance to support educators in the effective implementation of extension and enrichment.	0/2
3.2e	The materials do not provide guidance to support educators in providing timely feedback during lesson delivery.	1/2
—	**TOTAL**	10/14

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

The materials provide a "Teacher Resource" for each lesson, which includes guidance in the "Skill Summary" section and additional prompts and questions within lesson slides, guiding students to discuss, model, and write about mathematical concepts, including the use of visual models with real-world connections.

For example, in the lesson "Add & Subtract 2 Multiples of 10," students activate prior knowledge by answering the following prompt: "What happens to the digit in the ones place and the tens place? Why? How can skip counting by 10 help you add in your head?"

Students connect number bonds to number sentences by answering the following teacher-led questions in "Solve Start Unknown, Add To/Take From": "What information do we know? What information do we need to find out? Which part of the model represents the whole?"

In "Decompose a Number Leading to 10," students use visual models to make 10 and answer the following question: "Which model or strategy did you use to solve the subtraction problem?" Additionally, in the unit "Time, Measurement & Data," lesson "Organize & Represent Data Using Bar Graphs," students build connections between categorizing, counting, and data representation by answering the following questions: "Which characteristic can be used to sort these fish into three groups? How many more blue fish are there than orange fish?"

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

The materials incorporate and guide various instructional approaches with suggested time stamps, including explicit instruction on vocabulary development, guided practice with real-world connections, collaborative learning, and concept application using virtual manipulatives.

In "Identify & Draw 2D Figures Based on Attributes," 45 minutes is allocated for the lesson, with the following times allocated: Pre-Assessment: 5 minutes; Authentic Connection: 5 minutes; Explicit Instruction with Check for Understanding and Collaboration: 30 minutes; Post-Assessment: 5 minutes.

In "Order 2-Digit Numbers," teachers introduce vocabulary using number lines before using comparison symbols. Additionally, in "Add & Subtract Within 20 Using Place Value," students use base ten blocks to represent the ones and tens.

Students collaborate and use virtual manipulatives in "Represent & Solve Addition Problems with 3 Addends" by figuring out how many objects Zain gathered for his family's *ofrenda*, or altar, for *Día de los Muertos*, using objects to create a visual representation.

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 a variety of practice models within the lessons but do not provide explicit educator guidance to support effective implementation.

Lessons support students through a variety of practice models. For example, students make real-world connections, collaborate with peers to solve problems on the "Write" slides, complete "Check for Understanding" tasks independently, and complete additional practice with real-world application through activities and centers without guidance from the teacher.

For example, in "Order 2-Digit Numbers," students make a real-world connection, look at a visual of three scooters, and answer the following questions: "What do you notice about the prices of the scooters? What do you wonder?" Then, students collaborate and review by comparing numbers and using vocabulary and signs, then individually practice ordering two-digit numbers on a number line from least to greatest. At the end of the lesson, students practice writing with clear method labels. Through additional activities and centers assigned by the teacher, students complete additional independent practice.

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

The materials provide students with additional extension methods, including centers and activities, but there are no enrichment methods for advancing student learning beyond grade-level skills.

For example, in the grade 1 unit "Time Measurement & Data," the lesson "Tell & Write Time to the Hour & Half Hour" includes seven activities and one center for students to practice. In the center activity, there are instructions for how to prepare for the students to practice collaboratively with a partner.

In the center within the lesson "Compose 2D Shapes to Create Composite Figures," the following guidance is provided: "Recommended Setup—Students work in pairs with their own devices and use their own spinners, use one spinner, or use a third device. Differentiation Options—Assign students a specific mat to use based on the skill they need to practice the most, or allow students to self-assess and choose a mat on their own."

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

Materials include embedded "Check for Understanding" tasks, pre- and post-assessments, and prompts within lessons. The platform allows teachers to give live feedback for all drawable activities—including "Draw It," "Drag & Drop," and all four "Math Manipulatives"—during live participation lessons, but there is no explicit guidance on how to deliver that feedback.

For example, in "Add & Subtract Within 20 Using Place Value," the lesson includes a pre-assessment, "Check for Understanding," and a post-assessment, which allow the teacher to view live student performance on the teacher dashboard and respond as needed.

In "Find 10 More & 10 Less," students are prompted to answer the following question: "What happens when we have one less group of ten?" Additionally, in "Add & Subtract 2-Digit Numbers Within 100," students are prompted to compare partitioning shapes and cookies within four different tasks, allowing the teacher to provide feedback.

During a live lesson, teachers can provide feedback as students work on any drawable activity by clicking on the "Give Feedback" button and then choosing a tool to write or draw on the student's work, with the annotations being visible in real time.

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	The materials do not provide guidance on providing or incorporating linguistic accommodations for all levels of language proficiency.	0/4
3.3b	This guidance is not applicable to the program.	N/A
3.3c	The materials do not address, or align with, state-approved bilingual/ESL program models.	0/1
3.3d	The materials do not contain embedded guidance for teachers to support EB students.	0/8
3.3e	This guidance is not applicable to the program.	N/A
—	**TOTAL**	0/13

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 materials support language learners with tools like the Immersive Reader, which includes text-to-speech, content and language supports, and translation; however, they do not align with state-approved bilingual/English as a second language (ESL) program models or provide guidance on linguistic accommodations for all levels of language proficiency.

The "Help Center" explains how to create interactive slides, add sentence stems, access visual dictionaries, and highlight key vocabulary, but it does not offer guidance on using these tools for language development across proficiency levels.

The "Implementation Guide" recommends scaffolds, small-group reviews, and providing repetition but does not specify guidance on aligning linguistic accommodations to students' language proficiency levels.

Lessons include centers and opportunities for paired work, but materials do not include guidance on how to embed linguistic support during these activities.

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 include activities for student collaboration, general suggestions for supporting English learners (ELs), and tools that can be used to support ELs; however, they do not address state-approved bilingual/ESL program models or provide implementation guidance for educators.

Lessons include paired activities for student collaboration but do not offer guidance on implementing bilingual or ESL support within these activities.

The "Implementation Guide" offers general ideas for supporting diverse learners in co-edit lessons and pull-out scenarios but lacks specific implementation guidance.

The "Help Center" provides instructions on using the Microsoft Immersive Reader for text-to-speech and translation, but it does not guide educators in supporting ELs within state-approved bilingual/ESL program models.

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 materials provide opportunities for vocabulary-building through oral and written discourse, but no embedded guidance is included to support EB students in developing academic language or crosslinguistic connections.

For example, in "Using Solid Figures to Make New Shapes," there is a "Think-Pair-Share" activity asking students "What is a cube?" In "Count & Add," the warm-up activity asks students to "[s]how or explain your thinking using drawings, numbers, or words" to build background knowledge through oral and written discourse.

The "Teacher Resource" provided in each lesson includes a lesson objective, vocabulary, and connections to prior knowledge and future learning, but it lacks guidance for supporting EB students in building background knowledge or academic vocabulary.

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 provide questions, tasks, enrichment, and extension materials 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 TEKS-aligned lessons that offer students multiple opportunities to practice and demonstrate understanding through various interactive activities, assessments, and centers. Each bundle is organized by topic and includes warm-ups, instructional activities, pre- and post-assessments, and hands-on tasks to reinforce the lesson objective. For example, in grade 1, the "Add & Subtract Within 100" lesson includes games involving matching numbers to base ten blocks, drag-and-drop activities, real-world scenarios, and multiple-choice questions. Similarly, the "Make 10 to Add" lesson provides practice through equation writing, ten frame interactions, and balanced equation games. Other examples include "Solve Result Unknown, Add to/Take from Problems," and "Make 10 Using Color Tiles," where students use virtual manipulatives to deepen conceptual understanding. In the "Geometry" unit, students complete tasks like identifying and drawing two-dimensional figures, comparing shapes, and using drag-and-drop tools to classify attributes. Throughout the platform, students have multiple opportunities to engage in meaningful practice supported by formative assessments that require students to demonstrate their depth of understanding aligned to the TEKS.

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 lessons, activities, and centers provide questions and tasks that align with the TEKS and increase rigor within that grade level. For example, in grade 1, the "Place Value, Compare, & Order Numbers" bundle includes the lesson "Compare 2-Digit Numbers," which uses visuals and number lines to guide students from comparing small quantities to comparing numbers up to 100 using symbols. Similarly, the "Strategies to Add & Subtract Within 20" bundle includes the lesson "Add & Subtract Within 20 Using

Place Value," which begins with a real-world problem and builds understanding through base ten blocks and interactive practice.

Enrichment and extension materials increase in rigor and complexity within that grade level's TEKS. For example, the "Addition & Subtraction Word Problems within 20" center allows the teacher to start with a less-rigorous task, directing students to add and subtract within 10 to solve problems. The teacher can then increase the rigor and ask students to add and subtract within 20 to solve word problems.

The materials offer questions and tasks at grade-level proficiency aligned to the TEKS but do not provide enrichment and tasks requiring students to work above grade-level proficiency. The TEKS that require students to go up to 120 only go up to 100. For instance, in the unit "Place Value, Compare & Order Numbers," lesson "Write Expanded & Word Form of Numbers Up to 100," students work within 100, while the TEKS require students to represent numbers up to 120.

However, the materials do not provide questions, tasks, enrichment, and extension materials that lead to above-grade-level proficiency in the mathematics TEKS.

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 contain future grade-level coherence for concepts and procedures.	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 materials are organized into grade-level units that are aligned with grade-level TEKS. Each unit includes "Topic Bundles" aligned with the knowledge and skills required for the aligned TEKS. Each "Topic Bundle" contains lessons with quick checks (pre- and post-assessments), activities, and centers. Each unit presents a cohesive structure around a big idea, while each "Topic Bundle" dives into the supporting concepts and skills.

Materials include an "Implementation Guide" that lists the "Topic Bundles" and lessons. The "Implementation Guide," scope, and sequence provide a horizontal progression within "Add & Subtract Within 100." It begins with "Find 10 More & 10 Less," followed by "Add Multiples of 10 & 1-Digit Numbers," and then "Add Multiples of 10 & 2-Digit Numbers," which helps students build on conceptual relationships. Additionally, in the "Geometry" unit, four "Topic Bundles" progress in the following order: "Identify and Draw 2D Figures Based on Attributes," "Compare & Sort 3D Figures Based on Attributes," "Compose 2D Shapes to Create Composite Figures," and "Partition Circles and Rectangles into Halves and Fourths."

The materials provide detailed guidance on prior learning, skill focus, and future learning. For example, in "Determine the Unknown Whole Number in Equations," the lesson states that students will connect prior learning of the equal sign and its relational meaning to the TEKS within this lesson. After this lesson, students will use the TEKS learned for future learning of one- and two-step equations with unknowns.

This structure allows teachers to flexibly plan instruction while ensuring that students experience a coherent, standards-aligned progression of mathematical understanding.

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 units with "Topic Bundles" aligned to grade-level TEKS and include how the lesson connects to prior and future grade-level learning, which provides vertical coherence of big ideas and relationships. For example, "Tell & Write Time to the Hour & Half Hour" describes the connection to

future learning by noting that students will extend this skill in grade 2 to tell and write time to the nearest five minutes using a.m. and p.m. Additionally, In the unit "Represent & Solve Real-World Problems Within 10," the lesson "Solve Results Unknown, Add To/Take From Problems," builds on prior knowledge of solving word problems within 10 using manipulatives or drawings and only extends within the grade 1 TEKS to solving one-step word problems with unknowns in all positions within 20.

In the unit "Time, Measurement, and Data," the lesson "Measure Objects Using Nonstandard Units" references prior knowledge, such as comparing object lengths using terms like *shorter*, *longer*, and *taller* and using indirect comparison. The future connection prepares students to measure using standard units and appropriate tools.

While the materials aim to support instructional progression, not all content is logically sequenced to align across grade levels. In the unit "Add & Subtract Within 100," the lesson "Add 2-Digit Numbers Within 100 with Regrouping" is aligned to TEKS 111.4b.4B, which belongs to grade 2, showing a misalignment in instructional expectations.

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 are organized into units, with "Topic Bundles" that include lessons, activities, and centers aligned to specific TEKS. Each "Topic Bundle" includes a "Teacher Resource" that outlines the "Skill Summary," "Connection to Prior Learning," and "Connection to Future Learning." While the "Implementation Guide" lists the topics and lessons within each grade level, the materials lack clear guidance on how they connect to future grade-level concepts and procedures.

The materials include connecting students' prior learning through concepts and procedures within the grade 1 TEKS. In the unit "Strategies to Add & Subtract Within 20," the lesson "Fluently Add & Subtract Within 10" builds on fluency skills developed within 5 and prepares students to extend fluency within 20 in subsequent lessons for the grade 1 TEKS. Additionally, units have grade-level-aligned "Topic Bundles" that allow students to connect prior knowledge of concepts and procedures within the grade 1 TEKS. For example, the unit "Represent & Solve Real-World Problems Within 10" has the following "Topic Bundles" listed, with additional "Aligned Resources":

"Solve Add To/Take From Problems Within 10" (10 "Aligned Resources")

"Solve Put Together/Take Apart Problems Within 10" (nine "Aligned Resources")

"Solve Compare Problems Within 10" (nine "Aligned Resources")

4.3 Coherence and Variety of Practice

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.3a	The materials do not provide spaced retrieval opportunities with previously learned skills and concepts across learning pathways.	0/2
4.3b	All criteria for guidance met.	2/2
—	**TOTAL**	2/4

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

The materials do not provide spaced retrieval opportunities with previously learned skills or concepts. For example, an activity from the unit "Place Value, Compare & Order Numbers," can be assigned while students are also assigned "Strategies to Add & Subtract Within 20," allowing students to practice a previously learned concept.

The materials are organized into units with "Topic Bundles" grouped by the TEKS. Teachers assign lessons and components to teach in live-participation or student-paced mode, which can allow for spaced retrieval by returning to previous skills and concepts; however, it is not embedded within the lessons.

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

The materials provide interleaved practice by integrating multiple strategies, concepts, and virtual manipulatives within individual lessons and reinforcing them through varied activities. For example, in "Make 10 to Add," students use two distinct strategies—ten frames and fingers—to practice the same concept: making 10 to add. Additionally, students use number lines and base ten blocks to approach the same concept in "Add & Subtract Multiples of 10," within the unit "Add and Subtract Within 100."

In the lesson "Find 10 More, Find 10 Less," the materials present a mix of skip counting, place-value review, and number-line activities to support multiple representations of the same concept. Students review place value, practice adding 1 and 10, and solve abstract problems without visual aids. Ten frames are also reused in "Represent & Solve Addition Problems with Three Addends," reinforcing the strategy in a new context.

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 lessons that prompt students to interpret, analyze, and evaluate mathematical models and representations. The lessons have embedded interactive tasks to support students in developing a conceptual understanding of math through visual tools, structured questioning, and collaborative problem solving.

For example, in "Add Multiples of 10 & 1-Digit Numbers," students use base ten models to perform addition, then answer the following question: "What pattern do you notice when we add single digits to a multiple of 10?"

In "Compare 2-Digit Numbers," students use a number line to compare numbers and then answer the following question: "How can you tell which number is greater?" Then, students use base ten blocks to represent numbers, then are asked the following questions while analyzing their work: "What number is shown? What do you notice about the number?"

Students participate in collaborative problem solving in "Measure Objects Using Nonstandard Units" by evaluating two measurements and answering the following questions: "Why are their measurements different? Who measures the eggplant correctly and why?" Then, students collaborate to answer the following question: "How can we help Zain and Aminah correct their measurements?"

These examples demonstrate how the materials actively engage students in mathematical thinking by encouraging them to explore, explain, and evaluate representations in various meaningful contexts.

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

The materials provide TEKS-aligned lessons and activities that support students in creating both concrete and pictorial models to build and apply their understanding of math concepts through multiple visual and interactive methods.

For example, in the "Geometry" unit, lesson "Identify & Draw 2D Figures Based on Attributes," students draw two-dimensional shapes and count their vertices, then participate in a drawing activity where they sketch shapes that match specific attributes provided in an image.

In "Make 10 to Add," students use a ten frame with drag-and-drop counters to find a missing number and then use color tiles within a ten frame to model an addition equation. Additionally, in "Understand the Composition of Numbers to 100," students represent numbers using bags of cookies and single cookies, then complete the task of showing two different combinations of bags and cookies to represent the same number.

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

The materials provide questions and tasks within the lessons that allow students to apply their conceptual understanding to real-world problem situations and contexts.

For example, in the unit "Time, Measurement & Data," lesson "Order & Indirectly Compare Lengths of Objects," students apply measurement by using pennies to measure pendants and then apply their understanding by answering the following questions: "What do you notice about the size? What do you wonder?" Then, students extend their knowledge of measurement by comparing bicycle lengths and answering the following question in a class discussion: "What words do we use when we compare two amounts?"

In "Solve Addend Unknown, Put Together Problems," students read a picnic story and apply their knowledge of addition and subtraction, such as in the following example: "Sammy made eight empanadas. She filled five with beef. How many are filled with chicken?" Additionally, in the "Represent & Solve Real-World Problems Within 10" lesson "Solve Change Unknown, Add To/Take From Problems," students examine a picture of smashed plates in a Danish New Year's Eve tradition. They are asked, "How can we figure out how many plates Matty's friend gave him?"

5.2 Development of Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.2a	The materials do not provide tasks that are designed to build 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	The materials do not contain guidance to support students in selecting increasingly efficient approaches to solving problems.	0/1
—	**TOTAL**	7/9

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

The materials provide fluency tasks through repeated practice and strategies that support quick and accurate problem solving; however, they do not include explicit structures to build automaticity through timed or rapid-response tasks, as the strategies to complete tasks are given to the students.

In "Add 2-Digit Numbers Within 100 Without Regrouping," students use base ten blocks and practice adding tens and ones separately to build fluency. In "Fluently Add & Subtract Within 10," students practice learning fact families and doubles by counting on and counting back. Additionally, in the "Geometry" unit "Identify & Draw 2D Figures Based on Attributes," students repeatedly identify open and closed shapes to build fluency with shape attributes.

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

Materials provide opportunities for students to demonstrate efficiency, flexibility, and accuracy in mathematical procedures through lessons and activities.

For example, in "Fluently Add & Subtract Within 10," students learn fact families for quick recall, doubles for efficient addition and subtraction, counting on, and counting back to promote flexible and accurate problem solving. Additionally, in "Add To/Take From Problems," students use number bonds, counting on, and models with images; check solutions with models for accuracy; and choose their preferred strategy during the post-assessment.

In grade 1, during an online task, students use ten frames, drag-and-drop activities, and mental math when composing 10, allowing for flexibility and accuracy. In "Understand Subtraction as an Unknown Addend," students use number bonds for efficiency, connect number bonds to number sentences for flexibility, and check accuracy by answering the following question: "How many did we add to get to 14?"

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

Materials provide embedded questions and tasks that prompt students to assess the effectiveness and accuracy of their mathematical methods throughout the lessons.

For example, in "Add Multiples of 10 & 2-Digit Numbers," students use base ten blocks and number lines to add efficiently, then answer the following questions: "What happens to the digit in the ones place? In the tens place?" and "What pattern do you notice . . . How can this help you add in your head?" Additionally, students use flexible thinking when answering "What expression can we use to find the difference?" in the lesson "Solve Difference Unknown Compare Problems."

Students use start-change-result models, number bonds, and word problems as well as write equations to check for accuracy in "Solve Add To/Take From Problems." In the grade 1 unit "Time, Measurement & Data," lesson "Measure Objects Using Nonstandard Units," students measure with nonstandard units and evaluate strategies by explaining their own and peers' measurements.

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

The materials do not offer guidance to help students evaluate and select the most efficient strategy. The materials provide opportunities for students to practice multiple strategies for mathematical problem solving.

In the grade 1 lesson "Fluently Add & Subtract Within 10," students learn and practice fact families, doubles, count all, and count on, but they receive no guidance on choosing the most efficient strategy. Students then use learned strategies to match expressions with solutions without direction on which strategy is best. Additionally, in "Explore Expressions & Sums," students learn fact families by counting on and counting back, using ten frames, and using number bonds. Still, there is no guidance to support students in selecting the most efficient approach when given strategies side by side.

In "Count Within 120," students practice counting up, down, by twos, by fives, and by tens and finding patterns without structured teacher guidance to support strategy evaluation. In "Organize & Represent Data Using Bar Graphs," students practice organizing and interpreting data with peers, but no guidance is given within the materials to support students in evaluating the different approaches for efficiency.

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 materials provide the aligned TEKS for the lesson slides. For example, in "Solve Add To/Take From Word Problem Types Within 20," the objective states that students will be able to solve "add to" and "take from" word problems using equations. The "Teacher Resource" for each lesson includes the skills, an objective, and "Skill Summary" describing the lesson's instructional sequence.

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 align with the TEKS by providing students with opportunities to learn concepts through concrete models, pictorial representations, and abstract equations.

For example, in the grade 1 lesson "Add & Subtract 2 Multiples of 10," students use base ten blocks (concrete), number lines (pictorial), and equations (abstract) to build conceptual understanding. Additionally, students use tiles (concrete), number bonds (pictorial), and equations (abstract) to connect models to problem solving in "Understand Subtraction as an Unknown Addend."

In "Solve Addition and Subtraction Word Problems," students use stickers and drawings to model problems before writing and solving equations. Students also use drawings and skip counting with pictures to understand patterns in addition and subtraction in the lesson "Find 10 More and 10 Less."

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.

Within the online platform, students use concrete, pictorial, and abstract models in TEKS-aligned lessons and activities with the use of virtual manipulatives as they build conceptual understanding of the aligned TEKS.

In "Understand the Composition of Numbers Up to 100," students use base ten blocks (concrete), representational models, and equations to compose and decompose numbers (TEKS 1.2B).

In "Add Multiples of 10 & 1-Digit Numbers," students create base ten models and discuss patterns to connect models to abstract concepts (TEKS 1.3A).

In "Represent & Solve Real-World Problems Within 10," students draw models, use number bonds, and write equations to represent and solve addition and subtraction problems.

5.4 Development of Academic Mathematical Language

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.4a	All criteria for guidance met.	1/1
5.4b	The materials do not provide educator guidance on how students respond. The materials do not contain guidance for extended use of academic vocabulary.	0/2
5.4c	All criteria for guidance met.	1/1
5.4d	The materials do not contain embedded guidance to facilitate mathematical conversations, allowing students to refine and use math language with peers.	1/2
5.4e	The materials do not have guidance on inaccurate responses or anticipating a variety of student answers within the lessons.	0/2
—	**TOTAL**	3/8

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 and apply academic mathematical language through visuals, manipulatives, and structured questioning in lessons. Students engage in identifying, describing, and using academic vocabulary while interacting with the materials.

For example, in "Identify & Draw 2D Figures Based on Attributes," students define two-dimensional shapes, open and closed shapes, and attributes, such as vertices. Students then use manipulatives and drawing tools to identify and describe shapes by attributes, then answer the following questions: "Which of the following figures are 2D shapes? Why? Why not?" Additionally, in "Write Expanded & Word Form of Numbers Up to 100," students define standard form and use base ten blocks and place-value charts to determine and represent numbers in expanded and written form, reinforcing academic terms. Then, they answer the following question: "What digits are in the number shown in the place value chart?"

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 provide a real-world application of the TEKS within the lessons, with students activating prior knowledge with teacher-led prompts. The materials do not embed educator guidance to scaffold, support, and extend students' use of academic mathematical vocabulary during a teacher-led lesson and when there is peer communication.

For example, in "Find 10 More & 10 Less," students activate prior knowledge using color-coded place-value charts and number lines, then answer the following question in the identified "Write" slide: "When we add one more, what happens to the number in the ones place?"

In "Solve Results Unknown, Add To/Take From Problems," "expression equation, sum, and difference" are used within the lesson, but there is no guidance on scaffolding, supporting the use of these vocabulary words, or extending the use of these vocabulary words within the lesson or in the "Teacher Resource." Additionally, in "Identify & Draw 2D Figures Based on Attributes," students activate prior knowledge by answering the following question: "What shapes do you notice?" Then, they draw and describe shapes. However, there is no guidance on how to scaffold and support the use of academic mathematical vocabulary throughout the lesson.

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

The materials provide TEKS-aligned lessons where students think, write, and collaborate using academic mathematical vocabulary. The materials embed guidance to support student use of mathematical vocabulary through targeted discussion prompts that support students in applying mathematical language or academic vocabulary during discourse.

For example, in "Measure Objects Using Nonstandard Units," students discuss measurement in labeled "Write," "Think," and "Collaborate" activities. Students answer the following questions: "Which of the following vegetables is longest? Which is the shortest?" These prompts guide students to answer using the term *length*. Then, they are prompted to use mathematical vocabulary terms, such as *height* and *measurement*, when answering the following questions: "Which of the fruits below is the tallest? What do you notice about the height of each fruit?"

In "10 More & 10 Less," students answer a teacher-led prompt: "When we have one less, what happens to the number in the one's place?" Additionally, students use visual displays in a teacher-led discussion to support the precise use of academic language as they are introduced to bar graphs, with students counting colored fish.

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

The materials provide opportunities for students to collaborate and hear mathematical language with peers during teacher-led lessons within "Collaborate" and "Think-Pair-Share" activities, as well as in additional teacher-assigned activities and centers.

For example, in "Sums of 10, Word Problems," students work with a partner to "create a model and an equation to show your thinking," encouraging students to use mathematical language with their peers. Additionally, in "Count & Add," students drag and drop *add*, *numbers*, *tools*, and *count* using a provided sentence stem, ensuring the use of mathematical language with peers. The materials include embedded prompts that support student-to-student discussion but do not guide students in refining or extending mathematical vocabulary.

In "Add & Subtract 2 Multiples of 10," students participate in a collaborative activity as they explore addition and subtraction with multiples of 10 by answering the following questions: "What happens to the digit in the ones place and the tens place? Why?" Teachers should then "[e]ncourage students to explain how their models correspond to their written equations," guiding students to hear and refine the use of mathematical language.

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 do not have embedded guidance to anticipate a variety of student answers, and there is no guidance to support or redirect inaccurate student responses within the lessons or activities. For each lesson, the materials provide a short summary of why a student may have chosen an incorrect answer within the pre- and post-assessments, and there is an answer key for the lesson slides. Still, the lesson slides' answer keys do not include a variety of student answers, and there is no guidance, nor are there instructions, on redirecting inaccurate student responses.

For example, in "Solve Results Unknown, Add To/Take From Problems," students may use the wrong operation or rely on keywords as stated in the post-assessment, but there is no guidance on how to address these misconceptions.

5.5 Process Standards Connection

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.5a	All criteria for guidance met.	1/1
5.5b	The materials do not provide a description of how the process standards are incorporated throughout the learning pathway.	0/2
5.5c	The materials do not specify the TEKS process standards by lesson—only the content standards.	0/1
—	**TOTAL**	1/4

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

The materials integrate the TEKS process standards within lessons as students make real-world connections, use justification strategies, and apply mathematical thinking alongside content learning.

For example, in "Fluently Add & Subtract Within 10," students begin with a real-world problem and answer the following questions: "What do you notice about their equations? What do you wonder?" Students then create a fact-family equation using the triangle strategy and apply doubles and counting on to solve the problems efficiently. In "Identify & Draw 2D Figures Based on Attributes," students also begin with a real-world connection by observing butterfly wings before collaboratively identifying shapes.

In "Represent & Solve Addition Problems with 3 Addends," students practice justifying their chosen strategy when solving addition problems by answering the following questions: "Which one did you choose? Why?" Additionally, in "Solve Compare Problems Within 20," students answer the following prompt: "What strategy could you use to answer these questions?"

In "Add 1- and 2-Digit Numbers Within 100 With Regrouping," students use base ten blocks to regroup and then answer the original real-world connection question: "How does the story problem relate to what we learned about regrouping tens and ones?"

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

The materials include the TEKS content standards for each lesson, and there are integrated process standards throughout the activities, tasks, and assessments. However, the materials do not include descriptions of how the process standards are incorporated or connected throughout the learning pathways.

For example, in "Represent & Solve Addition Problems with 3 Addends," the lesson lists TEKS 1.5.D and 1.5.G but does not reference process standard 1.1G even though students justify their thinking within the lesson. Additionally, in "Solve Compare Problems Within 20," the lesson lists TEKS 1.3.B and 1.5.D but

does not connect to process standard 1.1A when students apply mathematics to real-life situations within the lesson.

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

The materials include the TEKS content standards for every lesson but do not provide an overview of or specify the TEKS process standards. The platform allows educators to search by the TEKS, including process standards, but when searching, no Nearpod lessons appear for any process standards. Additional resources include Nearpod videos, *Sesame Street*, Socratica, and Khan Academy, but there are no Nearpod lessons that appear when searching for the TEKS process standards.

6. Productive Struggle

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

6.1 Student Self-Efficacy

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.1a	The materials do not provide opportunities for students to persevere through solving problems.	2/3
6.1b	The materials do not support students in justifying that there can be multiple ways to solve problems and complete tasks.	2/3
6.1c	All criteria for guidance met.	3/3
—	**TOTAL**	7/9

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

The materials provide multiple opportunities for students to think mathematically and make sense of mathematics through open-ended questions, real-world connections, and the use of virtual manipulatives and visual models. Lessons encourage students to explain their reasoning, recognize multiple approaches, and apply strategies to deepen conceptual understanding. However, problem-solving tasks are heavily guided, limiting students' opportunities to struggle productively and develop perseverance.

Students explore multiple ways to solve problems efficiently in "Strategies to Add & Subtract Within 20: Fluently Add & Subtract Within 10" by creating and writing a fact-family equation using the triangle strategy and then connecting this skill to using doubles and counting on.

In "Interpret Addition & Subtraction Equations Within 20: Understand Subtraction as an Unknown Addend," students use a real-world scenario and answer the following prompt: "How can we figure out how many red squares of paper Rida has left?" Students then use tiles as manipulatives to subtract and find the unknown addend. Additionally, in "Represent & Solve Real-World Problems Within 20: Solve Compare Problems Within 20," students compare quantities with pictorial representations and bar models using comparison words *more* and *fewer*, supporting mathematical thinking while making sense of visual models.

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 and explaining multiple ways to solve problems using varied models, manipulatives, and questioning strategies, but they do not provide students with an opportunity to justify.

For example, in "Determine the Unknown Whole Number in Equations," students use two strategies to find the missing number—counting up or fact families—but the materials do not provide support for students to explain their thinking or justify their answers. Additionally, in "Decompose a Number Leading to 10," students answer the following prompt: "Which model or strategy did you use to solve the subtraction problem?" This supports students in explaining and understanding that there can be multiple ways to solve the problems within this lesson, but the materials do not provide a prompt for students to justify the strategy they chose to solve the problem.

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.

Students write, discuss, and do tasks, making sense of mathematics through multiple opportunities within the materials. Lessons provide opportunities for students to make sense of mathematics through multiple opportunities during the "Write," "Practice," "Collaborate," and "Think" sections.

For example, in "Determine the Unknown Whole Number in Equations," students collaborate and answer the following prompt: "What other strategy can we use to find the missing number without models?" Students then write and solve problems by doing the work.

In "Identify & Draw 2D Figures Based on Attributes," students write about math when drawing a square and think about math when answering the following prompt: "Which is a square? Why?" Then, they discuss math when playing an "I spy" game about attributes using two-dimensional shapes. Students then collaborate with their peers and answer the following prompt: "What attribute makes all of these shapes hexagons?"

6.2 Facilitating Productive Struggle

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.2a	The materials do not support educators in guiding students to reflect and share their problem-solving approaches, including arguments.	4/6
6.2b	The materials do not contain prompts or guidance for providing explanatory feedback based on student responses or anticipated misconceptions.	0/4
—	**TOTAL**	4/10

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

The materials include guiding questions for students to reflect and share their problem-solving approaches within lessons, including explanations and justifications. For example, in "Fluently Add & Subtract Within 10," students reflect on and share their problem-solving approach by answering the following questions: "How many more do we need to add? Why?" The question prompt guides teachers to support students in providing an explanation and justification.

The materials do not support teachers in guiding students to reflect on and share their problem-solving approaches, including arguments.

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

The materials include brief summaries for correct answers on pre- and post-assessments but do not include prompts for teachers to give feedback based on the student responses or anticipated misconceptions.

For example, the lesson "Measure Objects Using Nonstandard Units" identifies the misconception that "[s]tudents may believe that the object's actual length changes depending on which unit they use," but there is no guidance on how to address this misconception, and there are no follow-up prompts to guide feedback to students.