Renaissance Learning, Inc.

Supplemental English Mathematics, 2

Nearpod Instructional Suite, 2

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)
78.29%	129	4	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	0	0	0
2. Alignment with Public Education's Constitutional Goal	0	0	0
3. Parental Rights and Responsibilities	0	0	0
4. Prohibition on Forced Political Activity	0	0	0
5. Protecting Children's Innocence	0	0	0
6. Promoting Sexual Risk Avoidance	0	0	0
7. Compliance with the Children's Internet Protection Act (CIPA)	2	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, 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, not on 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 provide a "Teacher Resource" for each lesson. For example, in the grade 2 lesson "Skip Count by 5's, 10's & 100's," the following is provided within the "Teacher Resource:"

"The Skills—Skip count within 1,000 by fives, tens, and hundreds. Count on by ones from a number within 1,000. Objective—Students will be able to skip count by 5s, 10s, and 100s within 1,000. Connection to Prior Learning—Previously, students have learned to count forward and backward within 120, as well as skip count by 2s, 5s, and 10s. Skill Summary—Describes the skill in paragraphs, with how the lesson should progress. Connection to Future Learning—Later, students will be able to extend their work on this skill to thinking about equal groups, which is a precursor to multiplication."

Teacher guidance states that "[i]nstruction should include skip counting forward and backward from any number within 1,000 using a sequence of numbers or numbers plotted on a number line. For example, skip count by 5 starting from 675, skip count by 10 starting from 534, and skip count by 100 starting from 240."

The "Teacher Resource" also outlines guiding questions, common misconceptions, skill limitations, and vocabulary, but there are no unit internalization protocols on how to internalize the unit topics or the lessons.

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 on the hamburger toggle menu under "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 under the hamburger toggle menu, where post-session reports can be located along with managing users and viewing licenses. The 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 include suggested times for lesson components throughout each lesson. For example, the "Compose Values with Coins" 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, the grade 2 unit "Time and Money, Solve Problems Involving Money," includes one lesson 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 "Fluently Add & Subtract Within 20," which includes "Teacher Resources" and 12 "Aligned Resources," such as activities, quick checks, and centers.

Nearpod "Teacher Resources" materials do not include assessment resources aligned with the 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 contain 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 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 "Add Up to 4 Numbers with up to 2 Digits" is assigned, students will be 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 levels of complexity. For example, at the start of the lesson "Compose Values with Coins," students answer four multiple-choice questions: "Look at the attached image. Which coin is a penny?" "How much is a dime worth?" "Look at the attached group of coins. How much are they worth?" "Look at the attached image. Which group of coins is worth 75 cents?" The questions do not include varying levels of complexity or interactive item types.

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. Center activities allow for differentiated instruction by offering varying levels of task complexity. For example, in the lesson "Measure Objects Using Nonstandard Units," the "Measurements with Non Standard Length Units" center provides three mats that the teacher can use to differentiate and change the level of complexity. With the first mat, the student measures objects with nonstandard-length units; with the second mat, the student measures twice with different nonstandard-length units; and with the third mat, the student measures and orders objects using nonstandard-length units. These embedded activities ensure ongoing checks for understanding and provide flexible and varied complexity levels. In "Add & Subtract Within 20," students demonstrate their knowledge through a real-world scenario question, writing equations, dragging and dropping tasks, using ten frames, completing equation practice questions, and playing a matching game with balanced equations.

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 contain 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 contain 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, in the grade 2 unit "Add & Subtract Within 1000," the lesson "Add & Subtract With 100 Using Number Lines" provides answer analyses that outline why students selected an incorrect answer. Additionally, in "Understand Arrays and Add & Subtract With 100," the rationale for the answer 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- & 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 "Tell & Write Time to the Nearest 5 Minutes," 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. In "Determine Whether Numbers to 20 are Even or Odd," students complete the following: a pre-assessment with four multiple-choice questions; organize socks into pairs; count three sets of objects by making pairs to identify if the amounts are even or odd; count four sets of objects using any strategy to identify if the amount is odd or even; count by twos to create a numerical pattern and determine the ending of numerical numbers; two multiple-choice questions; identify even and odd numbers by sorting them into two columns; 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 the unit "Equal Groups," lesson "Understand Arrays," students review horizontal and vertical lines, along with visual representations, with these vocabulary words highlighted within the prompts. Students then learn what an array is with a definition and reference to a real-world connection of a window with plants. Additionally, in the lesson, students receive embedded support for what repeated addition is with visuals and a drag-and-drop task.

The materials do not include explicit educator guidance for embedded supports or pre-teaching of unfamiliar references like the word *nature* when students are asked to identify which collection of nature

items is the greatest. The 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 the teacher identify students who have demonstrated proficiency in grade-level and above-grade-level content and skills. For example, in "Fluently Add & Subtract Within 20," the teacher can assign the following extension activities that incorporate different learning strategies that align with the lesson's TEKS: "Fluently Add & Subtract Within 20—Warm Up," "Complete Addition & Subtraction Equations to 20—Drag & Drop," "Match Sums & Differences Within 20—Matching Pairs," "Add 3 Numbers to Make 20—Lesson," and "Mental Addition & Subtraction Within 20—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 lack specific guidance for supporting students in completing these tasks.

For example, the materials provide the use of multiple formats to demonstrate understanding, including number lines, ten frames, manipulatives, and written equations, but the materials do not always clarify when or how to differentiate these options. In "Fluently Add & Subtract Within 20," students demonstrate understanding by using number sentences on number lines and ten frames, performing addition and subtraction by counting on fingers, and expressing thinking with number sentences. Additionally, in the

grade 2 lesson "Solve 2-Step Real-World Problems," students use drawings, diagrams, and models to represent each step of a problem and write equations to solve it.

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 contain guidance to support educators in the effective implementation of extension and enrichment.	0/2
3.2e	The materials do not contain 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 "Understand the Composition of 3-Digit Numbers," students are asked, "Can you think of a combination of $10 bills and $1 bills that could be in Jordan's piggy bank ($32)?" Students recognize repeated patterns, such as $10 + $10, reinforcing place-value understanding.

In "Add & Subtract 2-Digit Numbers Within 100," the "Teacher Resource" includes a skills breakdown, explanations of how to use activities to support the standards for mathematical practice, and a complete lesson answer key. The "Teacher Resource" provides guiding questions that teachers can utilize during the lesson. Additionally, students use base ten blocks when decomposing to add and answer the following questions: "What do you notice about the value of the one in each number? How does the value change?" "How can we tell if we need to regroup?" "Why cannot we take seven ones from four ones?"

In "Compare & Order 3-Digit Numbers," students use base ten blocks to represent and compare numbers, anchoring big ideas about place value.

Students represent numbers in word and expanded form using base ten blocks and dragging and dropping tasks in "Write Expanded & Word Form of 3-Digit Numbers."

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 2D Shapes by Name & Attribute," 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 "Solve 2-Step Real-World Problems," students think, write, collaborate, and practice within the lesson. Students review a pictorial model and answer the following questions: "How would you solve this problem? What equations could you write to help you? What strategies would you use?" Then, they collaborate to identify if a change has occurred within three examples of the pictorial model. Then, students draw a model and answer the following question: "How does adding steps and notes to our diagram help us understand and solve the problem?"

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 there is no 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 "Compare & Order 3-Digit Numbers," students make a real-world connection, look at a visual of three bikes with prices on them, and answer the following question: "What do you notice about the prices of the bikes? What do you wonder?" Then, students review place values with base ten blocks and practice comparing numbers with symbols, followed by a collaboration opportunity that involves answering the following question: "What are some reasons we may want to put numbers in order?" At the end of the lesson, students order numbers from least to greatest and use comparing symbols to make equations true. 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.

In "Tell & Write Time to the Nearest 5 Minutes," materials provide six extension activities, a center, and a video lesson.

In grade 2 "Equal Groups, Understand Arrays," students apply array concepts in an extension activity titled "Representation of Repeated Addition with Arrays." The following guidance is provided:

"Recommended Setup—Have two devices logged into the same center and display the mat on one device for students to work on in pairs, and display the spinner on the other device.

Differentiation Options—Create arrays to represent repeated addition expressions, write repeated addition expressions to represent arrays, assign a specific mat to use based on the skill they need to practice 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 1- and 2-Digit Numbers," 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.

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 contain 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 the 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 "Identify & Sort Shapes," students participate in a class discussion naming categories of shapes as they sort the shapes and use academic vocabulary to describe them with a partner, but the lesson includes no guidance on how to support EB students.

Each "Teacher Resource" includes a lesson objective, vocabulary, and connections to prior knowledge and future learning but does not offer 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, the grade 2 "Make Hundreds" lesson includes building a number using drag-and-drop tools, base ten blocks, open-ended questions with a text box, and multiple-choice questions. Similarly, the "Geometry" unit includes a center activity that provides practice through identifying and drawing two-dimensional shapes based on attributes through the use of a spinner that is embedded in the center slides. Throughout the materials, 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 in rigor within that grade level. For example, the grade 2 unit "Measurement and Data with Estimating Lengths" includes estimating lengths and increasing complexity by measuring using appropriate tools, followed by comparing lengths. Similarly, the "Add Within 50" lesson begins with open-ended questions asking students to explain how they solve an addition problem using mental math with numbers less than 20 and then builds to larger double-digit numbers. Students then represent two-digit addition using base ten blocks.

Enrichment and extension materials increase in rigor and complexity within that grade level's TEKS. For example, the "Add & Subtract Within 20 Using Place Value" lesson within the "Strategies to Add & Subtract Within 20" bundle begins with a real-world problem and builds understanding through base ten blocks and interactive practice.

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 1,200 only go up to 1,000. For instance, in the lesson "Compare and Order 3-Digit Numbers," students work within 1,000, but the TEKS require students to demonstrate using numbers up to 1,200.

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 process standards of the 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. In grade 2, the lesson "Interpret Picture & Bar Graphs" connects to prior skills of organizing and interpreting data and extends to solving one- and two-step word problems using graphs.

The materials include an "Implementation Guide" that lists the "Topic Bundles" and lessons. The "Implementation Guide," scope, and sequence provide a horizontal progression within "Interpret Picture & Bar Graphs." It begins with connecting prior skills of organizing and interpreting data and extends to solving one- and two-step word problems using graphs, which helps students build on conceptual relationships. Additionally, in the "Solve Real-World Addition & Subtraction Problems" unit, four "Topic Bundles" progress in the following order: "Solve Add To Problems Within 100," "Solve Take From Problems Within 100," "Solve Put Together/Take Apart Problems Within 100," "Solve Compare Problems Within 100," "Write Equations to Solve 1-Step Real-World Problems," and "Solve 2-Step Real-World Problems."

The materials provide detailed guidance on prior learning, skill focus, and future learning. For example, in the "Place Value" unit, the lesson states that students will connect prior learning of skip counting by fives, tens, and hundreds within 1,000. After this lesson, students will extend their work from this lesson's TEKS to thinking about equal groups, which is a precursor to multiplication.

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, the "Tell & Write Time to the Nearest 5 Minutes" lesson connects to prior learning of telling time to the hour and half-hour, introduces a.m. and p.m., and describes the connection to future learning by noting that students will extend their work of this skill to tell and write time to the nearest minute, including using a.m. and p.m. appropriately, with both analog and digital clocks.

In the unit "Equal Groups," the lesson "Determine Whether Numbers to 20 Are Even or Odd" references prior knowledge, such as identifying numerical patterns when skip counting and recognizing whether equations are true. The future connection prepares students to identify and explain arithmetic patterns using properties of operations.

While the materials aim to support instructional progression, not all content is logically sequenced to align across grade levels. In the "Time" unit, the "Tell & Write Time to the Nearest Minute" lesson in grade 3 is aligned to TEKS 2.9.G, 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 around how they connect to future grade-level concepts and procedures.

Materials include connecting students' prior learning through concepts and procedures within the grade 2 TEKS. In "Measuring Length," the seven "Topic Bundles" progress from understanding standard units to estimating and measuring, showing concept development. Additionally, units have grade-level-aligned "Topic Bundles" that allow students to connect prior knowledge of concepts and procedures within the grade 2 TEKS. For example, the "Geometry" unit has the following "Topic Bundles" listed, with additional "Aligned Resources":

"Identify 2D Shapes by Name & Attribute" (11 "Aligned Resources")

"Identify 3D Shapes by Name & Attribute" (nine "Aligned Resources")

"Partition Circles & Rectangles into Equal Parts" (12 "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 "Solve Put Together/Take Apart Problems Within 100" can be assigned while students also are assigned "Place Value, Compare & Order Whole Numbers," 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 going back 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 "Add & Subtract Within 1000," lesson "Fluently Add & Subtract Within 20," students use five distinct strategies—number lines, finger counting, ten frames, doubles, and number bonds—to practice the same concept: adding and subtracting. Additionally, students progress from counting objects to arranging them in vertical and horizontal lines and finally to forming arrays to approach the same concept in "Understand Arrays within the Unit, Equal Groups."

In the unit "Time and Money," lesson "Compose Value with Coins," the materials move from introducing a penny to counting pennies and then to applying symbols in context. In "Tell & Write Time to the Nearest 5 Minutes," the lesson provides scaffolded time-telling strategies, including skip counting and drag-and-drop matching, to support mastery.

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. Lessons use base ten blocks, arrays, graphs, and open-ended prompts to deepen conceptual understanding and mathematical reasoning.

For example, in "Compare & Order 3-Digit Numbers," students interpret base ten models and answer the following question: "What number is represented below by the base 10 blocks?" Then, students compare numbers using models and respond to the following question: "How can we use the models below to help us determine which value is bigger?" Additionally, in "Add & Subtract 2-Digit Numbers Within 100," students analyze base ten blocks and respond to the following question: "What do you notice about the value of the one in each number?" Then, they evaluate the need for regrouping using models and answer the question "Where do we see regrouping in this strategy?" as they explain a place-value strategy using decomposition.

Students collaboratively solve addition problems in "Add Within 100," explaining strategies and reflecting on collaborative learning by answering the following questions: "What addition strategy did you find most helpful? Which clue words in the story problem helped you?"

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 concrete and pictorial models to build and apply their understanding of math concepts. Students represent mathematical situations using visual tools, including base ten blocks, coins, clocks, and drawings.

For example, in the unit "Place Value, Compare, and Order Whole Numbers," lesson "Understand the Composition of 3-Digit Numbers," students drag and drop $10 and $1 bills to model $32 in a piggy bank and then represent $43 using two different combinations of $10 and $1 bills.

In "Partition Rectangles into Squares," students examine pictures of fabric to identify which is cut into equal-sized squares. Additionally, in "Compare and Order 3-Digit Numbers," students use base ten blocks to model the digit 5 in different numbers and determine the greater number using modeled representations.

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 "Solve Real-World Addition & Subtraction Problems," lesson "Write Equations to Solve 1-Step Real-World Problems," students are shown whole apples and parts of apples and answer the following questions: "What do you notice about the apples? What do you wonder?" Then, students use the same pictorial model to apply their understanding by completing the written expression, then answering the following questions: "How many total apples are in the picture? What operations should we use? How many were eaten? How many whole apples are left?" Students then use another pictorial model to decide whether to add or subtract and fill in the missing parts of the equation.

In "Compose Values with Coins," students analyze coins to determine if they can afford a 25¢ Pop-It and then decide which coins Rida can use to buy the item. Additionally, students examine a picture of cupcakes to determine how many chocolate cupcakes are needed for an order.

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.

For example, in "Understand Arrays," students recognize and organize arrays, allowing for faster counting and comparison by answering the following prompt: "Which collection has the greatest number of items?"

In "Add & Subtract 2-Digit Numbers Within 100," students practice addition and subtraction using base ten blocks while learning decomposition into tens and ones, promoting quick problem-solving. Additionally, students use number lines, counting on, ten frames, doubles, and number bonds in "Fluently Add & Subtract Within 20."

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

The materials provide opportunities for students to 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 "Write Equations to Solve One-Step Real World Problems," students use the start-change-result strategy, write equations, and draw models before combining all methods for solving word problems efficiently and flexibly. Students then check their answers to ensure accuracy.

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

For example, in "Add & Subtract 2-Digit Numbers Within 100," students use base ten blocks to support regrouping and evaluate place value and model accuracy by answering the following prompts: "What do you notice about the value of the one in each number? Does the model still show the value of the starting number? How can you tell?" Students also evaluate the decomposing strategy with the following prompt: "Why do you think it is important to write the value of the tens instead of the value of the ones?"

In "Understand the Composition of 3-Digit Numbers," students evaluate flexibility in representation by answering the following question: "Can you use more than one combination of tens rods and ones units to represent a number?" Additionally, students evaluate accuracy in "Add & Subtract 1- & 2-Digit Numbers" by answering the following question: "Should we add or subtract to determine how many more bubbles Matty blew than Aminah?"

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; instead, they provide opportunities for students to practice multiple strategies for mathematical problem-solving.

In grade 2 "Add & Subtract Within 10," students count on, make ten with number bonds, use fingers, and decompose ten with easier known equations, but there is no guidance on comparing these strategies. Additionally, the lesson states that students should "use the best strategy" but does not include teacher guidance on how to support students in identifying which is most efficient.

In "Compose Values with Coins," students identify and count coins, but the materials do not provide guidance to support students in determining which counting approach is most efficient when calculating coin values.

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, the aligned TEKS for the lesson "Determine Whether Numbers to 20 Are Even or Odd" is 111.4.b.7.A, and the student objective states, "Students will be able to determine whether numbers to 20 are even or odd." Each "Teacher Resource" includes the skills, an objective, and a 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 2 lesson "Understand Arrays," students manipulate tiles to form arrays (concrete), analyze premade arrays (pictorial), and connect arrays to equations (abstract). Additionally, students use base ten blocks (concrete), drag-and-drop activities with bills and coins (pictorial), and numeric representations (abstract) to represent three-digit numbers as different combinations of hundreds, tens, and ones in "Understand the Composition of Three-Digit Numbers."

In grade 2 "Time & Money," lesson "Compose Values with Coins," students use coin pictures (pictorial) and the drawing tool to count money and record total values with symbols (abstract).

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, using virtual manipulatives to build conceptual understanding of the TEKS.

In the grade 2 unit "Equal Groups," lesson "Understand Arrays," students manipulate tiles to create arrays (concrete), analyze premade arrays (pictorial), and write matching equations (abstract).

In "Interpret Arrays Using Repeated Addition," students create arrays, use images of rows and columns (pictorial), and write repeated addition equations (abstract).

In "Understand the Composition of 3-Digit Numbers," students represent three-digit numbers as different combinations of hundreds, tens, and ones with base ten blocks and money (concrete); draw representations (pictorial); and write numbers to explain their reasoning (abstract).

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 contain 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.

In the "Geometry" unit, "Identify 2D Shapes by Name & Attribute," students sort manipulatives into polygons and non-polygons and identify attributes using real-world visuals while learning and applying terms, such as *vertices* and *quadrilaterals*. Additionally, in the unit "Time and Money," lesson "Count Mixed Coins," students use coin visuals, use fill-in-the-blank vocabulary sentences, and skip count with manipulatives to build academic vocabulary and conceptual fluency.

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 "Identify 2D Shapes by Name & Attribute," students activate prior knowledge using visuals (pendants) and then answer the following question: "What do you notice about the pendants?" Students learn the vocabulary words *polygons* and *attributes* and then circle shapes that are polygons to connect vocabulary with visuals, but there are no detailed strategies to scaffold student use of these terms. Additionally, in grade 2 "Place Value, Compare & Order Whole Numbers," the materials include

charts with vocabulary words, skip counting, and definitions for teacher reference, but they do not provide detailed strategies to scaffold student use of terms.

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.

In "Subtract Two Digits," during "Think-Pair-Share," students answer the following questions: "Which two images have the same value? How do you know?" These prompts guide students to answer using the term *value*.

In "Add & Subtract with Tens & Hundreds," students use base ten blocks and discuss connections between diagrams and equations with visuals by answering the following questions: "How does the equation connect to the diagram? How does this base ten diagram show Jada's blocks?" These questions guide the precise use of academic language in peer discussion.

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 "Exploring Even & Odd Numbers," students engage in "Think-Pair-Share" by answering the following question: "How many dots would be in each group if we split 16 into two equal groups?" This guides students to use mathematical language terms, such as *equal groups*. Additionally, in "Identify & Sort Shapes," "I notice . . ." and "I wonder . . ." sentence stems are provided, and students discuss with partners, allowing the application of mathematical language during these conversations. The materials include embedded prompts that support student-to-student discussion but do not guide students in refining or extending mathematical vocabulary.

In "Mentally Add & Subtract 10 or 100," students participate in a collaborative activity as they explore matching pairs and discuss patterns, then answer the following question: "What do you notice about the results when we add or subtract tricky tens?"

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 the unit "Geometry," lesson "Identify 2D Shapes by Name & Attribute," the teacher materials note that students may struggle with recognizing irregular or rotated figures, but there is no guidance on how to address these misconceptions. The post-assessment states that a student may incorrectly identify a triangle, showing a misunderstanding of a pentagon's defining attributes, but there is no guidance on how to support or redirect the students.

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 contain 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 grade 2 "Add & Subtract Within 1000: Add & Subtract 2-Digit Numbers Within 100," the lesson begins with a real-world problem and uses base ten blocks to explore place value, asking, "What do you notice about the value of the 1 in each number?" and "How does the value change?" Students manipulate base ten blocks, write values, and decompose numbers to group tens and ones for efficient problem-solving.

In "Solve Take From Problems Within 100," students apply a structured problem-solving model to a word problem by answering the following prompt: "How can we determine how many seeds were in the packet originally?" Additionally, in "Fluently Add & Subtract Within 20," students are prompted to justify their thinking by answering the following questions: "Which strategy do you think will work best for this problem? Why?"

In "Addition & Subtraction on a Number Line: Represent Story Problems," students use manipulatives and number lines to solve problems, answering the following questions: "How many cubes long is Han's train now? What happens if he adds 63 more?"

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 "Solve Take From Problems Within 100," TEKS 3.4.C is listed, but process standard 1.1A is not included even though students apply mathematics to everyday problem situations within the lesson.

Additionally, in "Fluently Add & Subtract Within 20," TEKS 2.4.A is listed, but process standard 1.1G is not noted despite students being asked "why" questions that require justification of their thinking.

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.

In "Equal Groups: Interpret Arrays Using Repeated Addition," students use visuals to compare quantities with manipulatives as they build conceptual understanding of repeated addition, then answer "Which collection has the greatest number of items?" by using fill-in-the-blank sentence frames.

In grade 2 "Add & Subtract Within 1000: Add & Subtract 2-Digit Numbers Within 100," students use a real-world scenario and answer the following prompts with base ten blocks: "What do you notice about the value of the one in each number?" and "Does the model still show the value of the starting number? How can you tell?" Students then decompose numbers to group tens and ones, supporting efficient problem-solving and sense-making.

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 "Solve 2-Step Real-World Problems," students use part-part-whole models, start-change-result models, and tape diagrams to solve two-step word problems and then answer the following prompt: "How does adding steps and notes to our diagram help us understand and solve the problem?" But the materials do not provide support for students to explain their thinking or justify their answers. Additionally, in "Write Equations to Solve 1 Step Problems," students use visuals, such as stickers, to see what they notice and wonder, then draw a model or diagram and write an equation that they solve, allowing them to solve the problem using multiple ways. However, 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 "Identify 2D Shapes by Name & Attribute," students identify two-dimensional shapes, write the number of vertices, circle polygons, and discuss attributes and differences between shapes by answering the following question: "How are triangles different?" Students then write and solve problems by doing the work.

In "Add & Subtract 2-Digit Numbers Within 100," students manipulate base ten blocks to add and subtract two-digit numbers, then write numerical answers while answering the following prompt: "Where do we see regrouping with this strategy?" Students then discuss the following prompts with peers: "What do you notice about the value of the 1 in each number? How does the value change?"

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 approach within lessons, including explanations and justifications. For example, in "Compose Values with Coins," students reflect on and share their problem-solving approach by answering the following prompt: "Do you think the size of a coin is related to its value? Why or why not?" 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 "Estimate Lengths" identifies the misconception that "[s]tudents may overestimate or underestimate unreasonably if they do not have strong mental benchmarks for the sizes of the standard units," but there is no guidance on how to address this misconception, and there are no follow-up prompts to guide feedback to students.