Renaissance Learning, Inc.

Supplemental English Mathematics, 3

Nearpod Instructional Suite, 3

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)
68.81%	218	11	Flags Addressed	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	8 out of 23	35%
2. Progress Monitoring	11 out of 24	46%
3. Supports for All Learners	14 out of 39	36%
4. Depth and Coherence of Key Concepts	8 out of 16	50%
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	1	0	0
2. Alignment with Public Education's Constitutional Goal	5	0	0
3. Parental Rights and Responsibilities	2	0	0
4. Prohibition on Forced Political Activity	6	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)	5	0	0

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	4
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	Materials do not contain an alignment guide outlining the ELPS, nor a rationale for learning paths within the grade level and across grade levels.	2/5
1.1b	Materials do not contain strategies for effective educator practices adapting to a variety of settings.	2/3
1.1c	Materials do not contain a diagnostic assessment.	1/2
1.1d	Materials do not contain protocols with corresponding guidance for lesson and unit internalization.	0/2
1.1e	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 "Nearpod TEKS Standards Filter" outlines the Texas Essential Knowledge and Skills (TEKS) and concepts covered. However, the alignment guide does not contain the English Language Proficiency Standards (ELPS).

The Nearpod "Implementation Guide" includes a scope and alignment guide for each grade level. The guide does not contain a rationale for learning paths across grade levels and within the same grade level, demonstrating how math concepts are interconnected and sequenced to reinforce skills.

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 Nearpod "Implementation Guide" includes recommendations for using the materials in various contexts, such as intervention, special education, and English Learner (EL) support in small group settings. However, it does not specify clear usage recommendations for adapting to meet student needs in various contexts. For example, in the Nearpod "Implementation Guide," the "Examples from the

Classroom" section states to which resources teachers can add modifications to support the various learners, but it does not go into more detail.

The Nearpod "Implementation Guide" includes strategies for just-in-time support and advanced learners.

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

Within "Nearpod Topic Bundles," materials include pre- and post-assessments to track student growth. However, the materials do not contain a TEKS correlation guide with recommended skill entry points based on diagnostic assessment results.

The materials do not contain a diagnostic assessment.

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

Within Nearpod lessons, the "Teacher Resource" includes the "Skills/Teacher Overview" that works to support lesson delivery, such as the lesson objective, prior learning, skill summary, connection to future learning, guiding questions, misconceptions, skill limitations, and vocabulary used in the lesson. However, the materials do not contain a step-by-step process for how teachers can internalize the lessons.

The Nearpod "Implementation Guide" outlines key topics encompassing the major coursework and the essential learning objectives needed to support standard mastery. However, the materials do not contain protocols with corresponding guidance for unit internalization.

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

The Nearpod "Reports" provide detailed student performance data. However, the materials do not contain concrete strategies or tools for instructional leaders to use the data to guide teaching planning for making instructional decisions based on student need.

The Nearpod "Implementation Guide" does not contain resources or guidance for instructional leaders.

1.2 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	Materials do not contain detailed lesson plans with learning objectives aligned with the TEKS or ELPS; materials do not contain assessment resources aligned with the TEKS or ELPS.	3/7
1.2b	This guidance is not applicable to the program.	N/A
1.2c	Materials do not contain support for families in English or in 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.

Nearpod "Teacher Resources" include teacher materials, student materials, and lesson components with suggested time allocations, e.g., five minutes for pre-assessment, five minutes for real-world connection, etc.

Nearpod "Teacher Resources" do not contain detailed lesson plans with learning objectives aligned with the TEKS or ELPS. The TEKS are listed in the lesson, but lessons do not align with the grade-level standard, sometimes involving skills beyond or below grade-level expectations or addressing different skills altogether than stated. For example, in the grade 3 "Place Value and Rounding" lesson, the learning objective is to decompose up to four-digit numbers; the TEKS expect students to decompose and compose numbers up to 100,000.

Nearpod "Teacher Resources" do not contain assessment resources aligned with the TEKS or 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 Nearpod "Implementation Guide" materials do not contain support for families in Spanish or English.

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	Materials do not contain the definition for the types of instructional assessments.	1/2
2.1b	Materials do not contain guidance to ensure consistent administration of instructional assessments.	1/2
2.1c	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	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	Materials do not consistently include a variety of formative assessments with TEKS-aligned tasks or questions with more than two levels of complexity.	3/4
—	**TOTAL**	6/16

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

In Nearpod Blog: "How to Monitor Student Progress with Real-Time Formative Assessment Data," the materials state that the purpose of formative assessments is to inform instruction, identify misconceptions, gauge progress, guide instructional decisions, and help students and educators adjust. However, the materials do not contain the definition of formative assessments.

The materials include examples of how to utilize their nine different formative assessments: "Drag & Drop," "Draw It," "Open-Ended Question," "Quiz," "Poll," "Collaborate Board," "Fill in the Blanks," "Matching Pairs," and "Time to Climb." These formative assessments enable educators to gather evidence of student thinking, monitor individual progress, and provide ongoing, actionable feedback. Additionally, they promote collaborative learning by encouraging peer-to-peer interaction and feedback.

The materials state that the purpose of summative assessments is to provide teachers with data on class-wide learning patterns. Analyzing this information helps identify the extent of student understanding and highlights both areas of strength and those needing improvement. However, the materials do not contain the definition of summative assessments.

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

The materials support 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 contain guidance to ensure consistent administration across classrooms or educators, such as standardized protocols, routines, or timing recommendations.

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 include digital lessons, assessments, videos, and activities. These are fully prepared for seamless printing, allowing immediate accessibility for offline use.

The materials include text-to-speech and content language supports. However, they can be enabled only for a whole class, not as an accommodation for individual students.

The digital assessments do not contain calculators that educators can enable or disable to support individual students.

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

The materials include pre-assessments at the beginning of each lesson called "Show What You Know" that include four questions that could serve as diagnostic assessments. However, these assessments do not contain questions and tasks with at least two varying complexity levels, and they do not contain varying interactive item types.

Each "Show What You Know" quiz consists of four multiple-choice questions that are at the recall or knowledge level only. For example, the "Show What You Know" pre-assessment for the "Partition 2D Shapes into Unit Fractions" lesson includes recall and knowledge level questions, such as "Which shapes appear to be partitioned into equal parts?", "Which square shows 1/6 shaded?", "Which figure shows 1/8 shaded?", and "Jordan cut out two congruent figures and then shaded 1/3 of each of them. Which set of figures could be the ones that Jordan cut out?"

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

The materials include a variety of formative assessments with TEKS-aligned tasks or questions that incorporate at least two levels of Depth of Knowledge (DOK). Some lessons, such as "Add & Subtract 3-Digit Numbers to Solve Word Problems," include more than two levels of complexity: multiple choice

questions (DOK 1), analyzing word problems (DOK 2), and representing multi-step problems using bar models, as well as using strategies to solve (DOK 3). However, materials do not consistently include more than two levels of complexity. For example, in the "Round to the Nearest Ten and Hundred" lesson, only drag-and-drop tasks, labeling, multiple choice questions (DOK 1), and summarizing and explaining concepts in writing (DOK 2) are present.

Materials include formative assessments with more than two unique interactive item type questions or tasks, such as multiple-choice, graphing, drag and drop, fraction model, text-entry, and multi-select questions.

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	Materials do not contain guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	0/1
2.2c	All criteria for guidance met.	2/2
2.2d	Materials do not contain guidance to support educators in conducting frequent checks for understanding at key points throughout each lesson or activity.	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 scoring information, enabling teachers to filter reports and interpret student data through question analysis and class achievement reports.

The materials include instructional assessments with an answer key and rationales for incorrect responses, but do not contain rationales for correct answers. For example, in the "Decomposing 4-Digit Numbers" pre-assessment, Question 1 asks for the expanded form of "one thousand two hundred seventy-two." In the "Teacher Resources," the "Post-Assessment Analysis" states C is the correct choice: "Student correctly identified 1,000 + 200 + 70 + 2." For incorrect choice A, the rationale reads: "Student incorrectly identified 1 + 2 + 7 + 2, indicating they do not understand that each digit represents a specific place value."

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

While teachers can view assessment results, the materials do not contain guidance on how to analyze these results for student trends or how to use activities to address student performance based on instructional assessments.

The materials allow teachers to view student responses in tasks and activities. However, they do not contain guidance on how to use these results to adjust instruction based on student trends.

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 post-session reports for teachers with student responses and participation scores, highlighting areas of weakness.

The materials also include a report tab for students where they can view their responses and participation scores for their completed lessons.

2.2d – If designed to be static, materials provide prompts and guidance to support educators in conducting frequent checks for understanding at key points throughout each lesson or activity.

The materials include built-in icons in the lesson slides to help pace educators and provide opportunities to check for understanding. However, they do not contain guidance on how to respond to student answers. For example, the materials do not prompt educators to review the steps for solving a problem or to use concrete models to support student understanding.

The materials do not contain digital or printable checklists that teachers can use during lessons to track student responses or behaviors that demonstrate understanding.

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	Materials do not contain explicit educator guidance for lessons or activities scaffolded for students who have not yet reached proficiency in prerequisite or grade-level concepts and skills.	0/1
3.1b	The materials do not contain explicit educator guidance for pre-teaching developing academic vocabulary, nor do they provide support for pre-teaching and embedding unfamiliar references in the text.	1/4
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	Materials do not contain access to calculators.	2/3
3.1e	The materials do not contain support for students to demonstrate understanding of mathematical concepts in various ways.	1/2
—	**TOTAL**	4/12

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 follow a fixed lesson structure for all students—pre-assessment, real-world connection, direct instruction with checks for understanding, and post-assessment—without offering scaffolds or differentiated guidance for students who have not yet reached proficiency in prerequisite or grade-level skills. The "Teacher Resources" include skill summaries and common misconceptions, but do not contain instructional strategies or alternative methods to address those misconceptions or support struggling students.

3.1b – Materials include explicit educator guidance for language supports, including pre-teaching and embedded supports for developing academic vocabulary and unfamiliar references in text.

The materials include lists of academic vocabulary and student-friendly definitions within the "Teacher Resources," but do not contain explicit guidance or instructional strategies for pre-teaching these terms or unfamiliar references in text. While embedded supports, such as visual cues and contextual examples are included to support understanding of academic vocabulary during instruction, the materials do not contain educator guidance on how or when to introduce these supports prior to instruction. Lessons

include embedded academic vocabulary development (e.g., defining "quadrilateral" with visuals), but there is no explicit pre-teaching guidance or strategies provided for educators to support students with unfamiliar terms or concepts before or during the lesson.

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 do not contain explicit educator guidance for identifying students ready for enrichment or extension opportunities and do not contain suggestions for modifying instruction for students who have demonstrated proficiency in grade-level or above-grade-level content and skills. Lessons follow a fixed structure with the same pre-assessments, instructional activities, and post-assessments for all students. While teachers can assign lessons in student-paced mode, there is no guidance on selecting enrichment or extension activities based on student proficiency. The "Teacher Resources" focus on whole-group instruction and include summaries of skills, guiding questions, and common misconceptions, but do not contain prompts, strategies, or activities that extend learning beyond the immediate lesson goals for proficient or advanced students.

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 allow educators to customize accommodations—such as text-to-speech and content or language supports through Microsoft Immersive Reader—for individual students by launching multiple lesson codes. The materials do not contain calculators as an available accommodation.

3.1e – Materials include educator guidance on offering options and supports for students to demonstrate understanding of mathematical concepts in various ways, such as perform, express, and represent.

The materials include educator guidance on offering options for students to demonstrate understanding by incorporating virtual manipulatives, drawing tools, and other interactive elements throughout lessons. According to the "Nearpod Help Center," educators can access and customize these tools by adding lessons to their library, enabling tailored instructional supports.

Virtual manipulatives and drawing tools are available anytime during instruction, allowing teachers to provide varied ways for students to express and represent mathematical concepts. This supports educators in differentiating instruction and offering multiple entry points to understanding.

While educators receive guidance on offering these options, students are generally directed to use specific strategies during activities, and final assessments are limited to multiple-choice formats with minimal support for varied modes of student expression or representation.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	All criteria for guidance met.	5/5
3.2b	All criteria for guidance met.	2/2
3.2c	Materials do not contain educator guidance to support effective implementation.	2/3
3.2d	Materials do not contain enrichment and extension methods that support various forms of engagement, and guidance to support educators in effective implementation.	0/2
3.2e	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 "Teacher Resource" for each lesson provides explicit prompts and guidance that help educators activate prior knowledge. In the "Place Value and Rounding" pathway, the first lesson on decomposing four-digit numbers opens with a review of the concept of "value" using a place value chart to build numbers through the hundreds before introducing thousands. In "Solve Multi-Step Problems," the "Skill Summary" unpacks relevant prior knowledge and includes guiding questions, such as "What is happening in the word problem?" and "What will the solution represent?" These prompts support educators in deliberately drawing on what students already know at the start of instruction.

The materials help educators anchor big ideas by using clear instructional language and embedded teacher guidance. In "Solve Multi-Step Problems," teacher guidance emphasizes core understandings about problem-solving strategies and interpreting numerical meaning, encouraging conceptual understanding beyond procedures. "Think About It" slides invite students to reflect on their strategies, reinforcing key concepts across lessons. In "Exhibit Rectangles with the Same Area or Perimeter," teacher guidance highlights foundational ideas about area and perimeter by linking models, formulas, and real-world applications.

The materials guide educators to highlight and connect key patterns, features, and relationships using multiple representations. In "Exhibit Rectangles with the Same Area or Perimeter," teachers prompt students to examine how pictorial models, formulas, and real-world scenarios relate to one another. Across lessons, the materials encourage educators to make explicit connections between concrete,

pictorial, and abstract representations—for example, using place value charts, number lines, and equations together to deepen students' understanding.

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

Across lessons, slide icons and time stamps (e.g., "Write," "Collaborate," "Practice") consistently signal distinct instructional approaches, guiding educators in delivering varied lesson formats. In the "Interpret Multiplication as Equal Groups" lesson, students engage in multiple strategies, such as visual modeling (drawing equal groups), discussion-based problem solving ("Think About It" slide), and hands-on practice (drag-and-drop grouping with color tiles). Similarly, in "Interpret Area as Multiplication," the lesson supports conceptual understanding through visual models (arrays), writing (fill-in-the-blank definitions and equations), and verification (counting unit squares to confirm area).

Across "Interpret Multiplication as Equal Groups" and "Interpret Area as Multiplication," the lessons incorporate direct instruction (e.g., defining equal groups and arrays), student collaboration (icon-based cues for peer interaction), hands-on practice (interactive digital manipulation), and formative writing tasks (sentence completions and mathematical equations), showing guidance for a range of approaches.

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

The materials include multi-tiered intervention methods for various types of practice, such as independent, guided, and collaborative. All lessons start with an independent pre-assessment, followed by a scenario-based guided activity with teacher support. All lessons offer varied practice types, including independent problem solving, writing activities, and collaborative tasks.

Materials support multi-tiered intervention methods for different instructional structures, including whole group, small group, and individual. Educators can toggle between synchronous (Live Participation) and asynchronous (Student-Paced) modes within a single Nearpod lesson to meet individual and group needs. Teachers can use ongoing checks for understanding to inform small-group formation and allow students to move ahead or receive additional support, as needed.

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

The materials do not contain enrichment and extension methods that support various forms of engagement. While many lessons include center activities, these activities focus on reinforcing grade-level content through practice and do not extend learning through increased depth, creativity, or application in new contexts. For example, in the "Determine the Amount of Groups" lesson, students complete two drag-and-drop tasks and an array activity that address core concepts, but these tasks remain the same across all learners and do not contain deeper, more complex opportunities. Similarly, in "Find Area of

Composite Figures," students work with missing lengths, but all activities remain focused on the same procedural skills without offering advanced extensions.

The materials do not contain guidance to support educators in the effective implementation of enrichment and extension methods. While the "Teacher Resource" includes a connection to future learning and a "Skill Summary," it does not contain strategies or prompts for extending student thinking. For example, "Interpret Multiplication as Equal Groups" includes differentiated options in the center activity. However, the materials do not contain educator guidance for implementing those options as enrichment or for challenging students who have already mastered the content.

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

The materials include prompts to support educators in providing timely feedback. In the "Teacher Resources" section, guiding questions and skill summaries accompany lessons, and common misconceptions are identified to prompt teacher awareness. During interactive activities, such as "Draw It," "Drag & Drop," and "Math Manipulatives," the Live Teacher Feedback feature allows educators to view student responses in real-time and intervene with verbal or written feedback.

Materials do not contain guidance on how to deliver effective feedback during instruction. There are no embedded suggestions or strategies for how teachers might respond to student misconceptions or tailor feedback to support improved learning outcomes.

3.3 Support for Emergent Bilingual Students

An emergent bilingual student is a student who is in the process of acquiring English and has another language as the primary language. The term emergent bilingual student replaced the term English learner in the Texas Education Code 29, Subchapter B after the September 1, 2021 update. Some instructional materials still use English language learner or English learner and these terms have been retained in direct quotations and titles.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	Materials do not contain guidance on providing and incorporating linguistic accommodations for all levels of language proficiency, as defined by the ELPS.	0/4
3.3b	This guidance is not applicable to the program.	N/A
3.3c	Materials do not contain implementation guidance to support educators in effectively using the materials in state-approved bilingual/ESL programs.	0/1
3.3d	Materials do not contain embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through both oral and written discourse.	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 include general supports, such as text-to-speech, translation in over 60 languages, and picture dictionary features through Microsoft Immersive Reader. However, these tools are not specific to English learners, are not tiered by ELPS proficiency levels, and are not accompanied by educator guidance on how to use them to support increasingly academic language.

Educator materials do not contain linguistic accommodations or scaffolds, such as sentence stems, adapted texts, or clarification strategies. Vocabulary is often bolded and paired with visuals, but there is no guidance or embedded support for helping students progress through one or more levels of language proficiency. The lack of instructional strategies aligned to the ELPS limits support for intentional academic-language development.

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 Nearpod "Implementation Guide" references the instructional flexibility of the product for supporting English learners, such as suggestions to "provide grade-level scaffolded core instruction for pull-out scenarios," and to use small groups for pre-teaching or reteaching. However, these are general strategies and are not accompanied by program-specific implementation guidance or references to state-approved bilingual or English as a Second Language (ESL) models. Although Nearpod's "Implementation Guide" references EL teachers and includes collaborative features like co-editing and access to lessons at various grade levels, it does not contain specific instructional strategies tailored to bilingual or ESL program models. The guide does not contain references to ELPS proficiency levels, program design types (e.g., dual language, transitional bilingual), or differentiated implementation supports needed to meet the needs of emergent bilingual students within formal bilingual or ESL settings.

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.

In grade 3, the materials include academic vocabulary lists and tasks that involve discussion and writing, such as in "Add & Subtract 3-Digit Numbers to Solve Word Problems," where students discuss the number of operations needed to solve a problem and write about how bar models support their decisions. However, these tasks are not supported with embedded, teacher-facing guidance tailored to emergent bilingual students or aligned with ELPS language-development strategies.

Lessons, such as "Interpret Multiplication as Equal Groups" and "Solve Problems Involving Time," include class-wide discussion prompts that support comprehension through oral or written discourse. However, the materials do not contain strategies—such as sentence frames, language objectives, or strategies for supporting language development—that would help teachers facilitate these interactions effectively for emergent bilingual students.

Lessons, such as "Decompose Up to 4-Digit Numbers" and "Calculate Area of Rectangular Shapes with Unknowns," create background knowledge-building opportunities, but do not contain embedded teacher guidance for facilitating peer interaction or language development. Additionally, the materials do not contain opportunities for making cross-linguistic connections through oral or written discourse.

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	Materials do not contain consistent questions and tasks that increase in rigor and complexity, leading to grade-level and above-grade-level proficiency in the mathematics TEKS; materials do not consistently include enrichment and extension materials that increase in rigor and complexity, leading to grade-level and above-grade-level proficiency in the mathematics TEKS.	0/4
—	**TOTAL**	2/6

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

The materials provide practice opportunities throughout learning that require students to demonstrate depth of understanding aligned to the TEKS. For example, in the grade 3 "Recognize and Generate Equivalent Fractions" lesson, students use area models and number lines to identify and create equivalent fractions. They also explain and demonstrate their understanding of fraction equivalence.

Materials include instructional assessments in the pre- and post-assessments and in polls embedded throughout the lesson that support students in demonstrating the depth and rigor of the TEKS. For example, in "Relate Multiplication and Division," the post-assessment includes division word problems that require students to identify the related multiplication fact family used to solve each problem.

4.1b – Questions and tasks, including enrichment and extension materials, increase in rigor and complexity, leading to grade-level and above grade-level proficiency in the mathematics TEKS.

The materials include questions and tasks that increase in rigor and complexity. However, they are inconsistent in increasing rigor and complexity. Not all lessons reach grade-level proficiency in the mathematics TEKS. For example, the place value lessons only extend to four-digit numbers when the TEKS extend to numbers up to 100,000. Additionally, in the lessons regarding measurement, the TEKS state that weight, capacity, and length are taught in both metric and customary units. However, in these lessons, weight and capacity are taught using the metric system, and length is taught using the customary system.

The materials include enrichment and extension materials that support grade-level proficiency in the mathematics TEKS. However, they are inconsistent in increasing rigor and complexity. For example, in the "Equal Group Problems Within 100" center, students are given equal group scenarios (e.g., eight bowls with eight kiwi slices each,) and asked to write an equation and use a drawing if helpful. However, this does not fully align with the rigor of the TEKS, which require students to represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations.

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 connect students' prior knowledge of mathematical concepts and procedures to the mathematical concepts to be learned in future grade levels.	2/4
—	**TOTAL**	4/6

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

The materials demonstrate horizontal coherence within the grade level by connecting patterns, big ideas, and mathematical relationships. For example, in grade 3, students use arrays to link the concepts of area, repeated addition, and multiplication. Lesson overviews highlight connections to prior learning, enabling students to build on their existing knowledge. The "Teacher Resources" further support these connections with guiding questions, such as "How is repeated addition related to multiplication?" and "How is an equal groups model similar to an array? How are they different?"

In grade 3, materials demonstrate horizontal coherence by connecting the concept of place value to multiple operations. Students first decompose numbers using base ten blocks, which lays the foundation for applying efficient algorithms, such as expanded form and partial sums in addition and subtraction. These same place value concepts are then extended to support strategies for multiplication and division, including partial products and quotients. This progression reflects a consistent connection among major ideas and supports conceptual understanding across domains.

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 grade 3 "Teacher Resources" include explicit connections to prior and future learning. For example, in the "Interpret Multiplication as Equal Groups" lesson, the resource notes that this is students' first formal introduction to multiplication. It builds on grade 2 skills, such as skip-counting by 5s, 10s, and 100s, and writing equations to represent arrays as equal addends. The materials also indicate that this understanding will later support division concepts and fluency when multiplying larger numbers.

In grade 3, students are introduced to finding the perimeter of a polygon. This concept builds on grade 2 experiences with measuring length using standard units. The materials connect prior understanding of linear measurement to the new concept of perimeter by extending knowledge of length and introducing the idea of combining side lengths to determine total distance.

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 grade 3 "Recognizing and Generating Equivalent Fractions" lesson begins by activating students' prior knowledge through problems using pre-generated number lines and bar models. This prepares students for the next lesson, which requires them to build their own models to justify equivalencies. Lessons include multiple formative assessments to check understanding of fraction equivalence before introducing related procedures, such as fraction addition, ensuring connections within the grade level.

Throughout grade 3, lessons emphasize concepts and procedures focused on current grade-level content, with "Teacher Resource" materials providing skill summaries, guiding questions, common misconceptions, and vocabulary, without introducing concepts or procedures from future grades.

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 revisit previously learned material. However, it is limited to the skills needed for the upcoming lesson. For example, in the grade 3 "Area" learning pathway, students revisit multiplication strategies like arrays and equal groups to reinforce the conceptual understanding of multiplication before applying this understanding to area. However, these skills are not revisited in future learning pathways.

In the grade 3 "Geometry" pathway, students take a pre-assessment that revisits the skill of naming two-dimensional shapes and their attributes. This prior learning is then applied to classifying and sorting two- and three-dimensional shapes. However, these skills are not revisited in future learning pathways.

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

The materials provide interleaved practice opportunities with previously learned skills and concepts across learning pathways to strengthen long-term understanding of essential skills. The grade 3 "Picture and Bar Graphs" pathway requires students to apply strategies learned in "Addition and Subtraction to 1,000" to solve multi-step problems involving data.

In grade 3, students are introduced to the concept of multiplication by using virtual manipulatives and the drawing tool to create equal groups, arrays, and by writing equations. Students build on this foundational understanding in later learning pathways where they solve multiplication problems in real-world situations.

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.

In the grade 3 "Interpret Division Situations & Expressions" lesson, students examine two different division models (e.g., eight buttons divided into two groups versus four groups). Guiding questions, such as "Can two different models represent the same division equation?" require students to interpret and analyze visual representations of division. In "Express Fractions as Whole Numbers," students evaluate models through questions, such as "Can more than one fraction be equivalent to this whole number? How do you know?" and "Can more than one whole number be equivalent to this fraction? How do you know?", prompting evaluation of fractional and whole-number representations in context. Lessons incorporate multiple models and strategies for solving problems. For example, in "Add with 1,000 Using Algorithms," students first solve using base ten blocks and a place value chart, then apply the expanded form strategy, and finally use the traditional algorithm. Guiding questions, such as "How are these two algorithms similar or different?" and "Is your answer reasonable? How do you know?" support analysis and evaluation of different mathematical models and methods.

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

In grade 3, students create concrete models in several lessons. For example, in the "Unit Fractions & 1 Whole on the Number Line" lesson, students use virtual fraction tiles to fill number lines and determine how many parts (e.g., sixths,) make a whole. In "Model Area Using Unit Squares," students build shapes with pattern blocks to represent equal areas, supporting hands-on modeling of mathematical situations. The materials provide opportunities for students to create pictorial representations. In "Partition Number Lines to Represent Unit Fractions," students draw tick marks to partition blank number lines into fourths, sixths, and eighths. In "Draw Quadrilaterals from Attributes," students create pictorial models by drawing shapes based on specified geometric properties. Tasks often combine both concrete and pictorial modeling. For example, in a division task, students represent quotative division by drawing groups of fish in a tank and circling equal groups. Similarly, in a button-sorting task, students separate quantities into equal parts and explain their reasoning using both drawings and written responses.

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

The grade 3 "Compare Fractions with Same Numerator or Denominator" lesson requires students to apply their understanding of fraction size and structure to real-world contexts. For example, students solve, "Sammy used 3/4 cup of sugar and Julio used 3/8 cup of sugar. Who used more?" using visual models and reasoning to compare fractions based on context. In "Represent & Solve Multiplication Word Problems," students extend their understanding of equal groups and arrays to solve contextual problems. For example, students apply conceptual knowledge to solve, "A parking lot has five rows with eight spots in each row. How many cars are in the lot?" using models, such as strip diagrams and equal groups. In "Interpret Division Situations & Expressions," students connect division models (e.g., grouping buttons) to abstract representations. Similarly, in "Represent & Solve Division Word Problems," students apply conceptual understanding to identify whether a situation (e.g., dividing 16 pencils into groups of eight) represents division, reinforcing application in new contexts.

5.2 Development of Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.2a	Materials do not contain tasks that are designed to build student automaticity necessary to complete grade-level mathematical tasks.	1/2
5.2b	All criteria for guidance met.	3/3
5.2c	All criteria for guidance met.	3/3
5.2d	Materials do not contain guidance to support students in selecting increasingly efficient approaches to solve mathematics 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 include tasks that support fluency by promoting accurate, efficient, and flexible problem solving. For example, in the "Use Area Models to Represent the Distributive Property" lesson, students decompose multiplication expressions (e.g., 3 × 7 becomes (2 × 7) + (1 × 7)) to explore and apply efficient strategies. In "Represent Unit Fractions on Number Lines," students engage in scaffolded activities with a pre-assessment, real-world application, and multiple checks for understanding, supporting flexible reasoning and conceptual understanding of fractions.

However, the materials do not contain tasks that emphasize efficiency, promote number sense, or provide multiple opportunities intentionally designed to develop student automaticity. There is no evidence of structured practice aimed at helping students recall foundational math facts quickly and effortlessly.

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 practice the application of efficient mathematical procedures throughout learning pathways. In the grade 3 "Add Within 1,000 Using Algorithms" lesson, students use vertical algorithms and partial sums, which supports streamlined and accurate computation. Similarly, in "Subtract Within 1,000 Using Algorithms," students ultimately apply the standard algorithm for subtraction after exploring multiple strategies.

The materials support the application of flexible mathematical procedures by introducing and sequencing multiple strategies for problem solving. In "Add Within 1,000 Using Algorithms" and "Subtract Within 1,000 Using Algorithms," students explore base ten blocks, expanded form, and partial sums or differences before transitioning to the standard algorithm, allowing them to choose from, and make sense of, different approaches. "Relate Multiplication and Division" encourages flexibility by having students connect arrays to multiple equations and understand fact families.

The materials provide multiple opportunities for students to practice accurate mathematical procedures. In "Represent Unit Fractions on Number Lines," students develop accuracy through step-by-step progression from conceptual understanding to plotting unit fractions, supported by embedded checks for understanding. This structure reinforces accurate application of procedures aligned to grade-level content.

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 opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency throughout learning pathways. In "Use Area Models to Represent the Distributive Property," students compare two strategies—counting square units and using the area formula—to determine which method is more streamlined. In "Add Within 1,000 Using Algorithms," students are prompted with, "Did we need to regroup tens or ones in our work?", and compare the vertical algorithm with expanded form to evaluate which strategy is more efficient in different scenarios.

The materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for flexibility throughout learning pathways. In "Subtract Within 1,000 Using Algorithms," students learn and apply multiple strategies—base ten models, expanded form, and standard algorithm—and are prompted to compare and contrast these methods. Teacher-guided questions, such as "How are these two algorithms similar? How are they different?" support students in recognizing when and why to apply different strategies.

The materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for accuracy throughout learning pathways. In "Compare Fractions with Same Numerator or Denominator," students use verbal descriptions, visual pie models, and fraction tiles to reinforce accurate reasoning. In "Add & Subtract 3-Digit Numbers to Solve Word Problems," students check solutions using a strip diagram, equation, and standard algorithm, promoting accurate verification through multiple representations. Additionally, prompts, such as "Is your answer reasonable? How do you know?" help students evaluate the correctness of their procedures and results.

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

In the "Add Within 1,000 Using Algorithms" lesson, students solve using both expanded form and the vertical algorithm, and in "Subtract Within 1,000 Using Algorithms," students compare base ten blocks, expanded form, and the standard algorithm. While students compare approaches, the materials do not contain explicit instructional guidance to support students in selecting increasingly efficient approaches based on the context of the problem or student reasoning.

The "Teacher Resources" include analysis of assessment choices and identify common misconceptions. However, they do not contain instructional strategies or support to guide students in selecting efficient procedures.

In "Represent & Solve 2-Step Word Problems," students may choose from tools, such as strip diagrams or equations, but the materials do not contain guidance to help students evaluate which strategy may be most efficient for the given problem type. Instruction centers on modeling procedures rather than helping students refine strategic decision-making.

5.3 Balance of Conceptual Understanding and Procedural Fluency

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

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

In the "Interpret Multiplication as Equal Groups" lesson, the "Skill Summary" explicitly states that conceptual understanding should be developed using manipulatives and real-world contexts involving equal groups. It then explains the procedural emphasis by guiding students to connect repeated addition to multiplication equations, such as 3 + 3 + 3 + 3 + 3 + 3 = 18 and 6 × 3 = 18.

In "Express Fractions as Whole Numbers," the "Skill Summary" guides teachers to build conceptual understanding through the use of area models, number lines, and manipulatives like fraction strips. Procedural emphasis is addressed through examples showing how students should recognize and apply relationships, such as 2/2 = one whole, and extend this to 3/3, 4/4, and beyond.

Lessons, such as "Add Within 1,000 Using Algorithms" and "Recognize and Generate Equivalent Fractions" provide explicit guidance on using base ten blocks, expanded form, and number lines to develop conceptual understanding, while also supporting procedural fluency through structured use of algorithms and equivalent models.

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

In the grade 3 "Multiply 2-Digit & 1-Digit Numbers" lesson, students engage with concrete, pictorial, and abstract models. The pre-assessment includes pictorial models (base ten blocks) and abstract representations (expressions, such as 5 × 35 = [5 × 30] + [5 × 5]). Students then analyze two different solution strategies: one using a base ten model (pictorial) and one using the distributive property (abstract). A follow-up digital task allows students to drag and drop base ten blocks to build multiplication expressions, providing a concrete modeling experience.

In "Recognize & Generate Equivalent Fractions," students use fraction strips (pictorial and abstract) to match equivalent values and build fractions. The lesson also includes tasks that require students to use fraction tiles (concrete models) and number lines (pictorial/abstract) to explore equivalence, meeting the TEKS requirement for varied representation.

In "Determine the Amount of Groups," students use concrete models by physically moving fish into tanks to model division. Students then transition to pictorial models by interpreting images of grouped fish, and finally write equations to represent these models (abstract). Similarly, in "Determine Division Situations & Expressions," students solve contextual problems by writing equations to represent real-world division scenarios, reinforcing abstract understanding.

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

In the grade 3 "Subtract Within 1,000 Using Algorithms" lesson, students use base ten blocks on a place value chart (concrete) to subtract multi-digit numbers, then transition to solving the same problems using expanded form and the standard algorithm (abstract). The "Teacher Resources" also includes a matching activity that has students connect virtual base ten models to written equations, supporting both connecting and defining representational models to abstract concepts.

In "Represent & Solve Subtraction Equations with Base Ten Diagrams," students create base ten models to represent subtraction problems (concrete), and then drag and drop answers based on their work. Similarly, "Use Algorithms to Subtract 3-Digit Numbers" prompts students to solve using standard or expanded forms (abstract), providing a structure for creating and connecting representational models to abstract representations. In "Decompose Up to 4-Digit Numbers," students use base ten blocks (concrete) and expanded form (abstract) to represent standard form numbers. Students match each base ten diagram to its symbolic equivalent and respond to place value prompts, such as identifying the digit in the hundreds place. These tasks guide students in defining and explaining both concrete and representational models in relation to abstract concepts.

5.4 Development of Academic Mathematical Language

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.4a	All criteria for guidance met.	1/1
5.4b	Materials do not contain embedded educator guidance to scaffold, support, and extend students' use of academic vocabulary in context when communicating with peers and educators.	0/2
5.4c	All criteria for guidance met.	1/1
5.4d	Materials do not contain embedded guidance to facilitate mathematical conversations, allowing students to refine and use math language with peers.	1/2
5.4e	Materials do not contain embedded guidance to anticipate a variety of student answers, including exemplar responses to questions and tasks, or to support and/or redirect inaccurate student responses.	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.

In grade 3, materials provide opportunities for students to develop academic mathematical language using visuals and sentence stems. In "Represent Unit Fractions on Number Lines," students engage with number lines and fraction bars to understand terms, such as equal shares, unit fraction, numerator, and denominator. Sentence frames like "The _____ tells us the number of parts we actually have" support vocabulary development alongside visual models.

In "Identify, Sort & Classify Quadrilaterals," materials include mathematical and real-world visuals—such as a chessboard, chocolate bar, kite, and diamond ring—to support understanding of terms like quadrilateral, parallelogram, and trapezoid. Students match vocabulary to visual representations and analyze shape attributes with guided prompts.

In "Tell and Write Time to the Nearest Minute," students use diagrams to label parts of an analog clock and engage in follow-up activities to reinforce vocabulary. The "Teacher Resources" guide includes prompts, such as "What two numbers would the hour hand fall between?" to encourage verbal use of mathematical language.

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 Nearpod "Teacher Resources" embedded within each lesson include lists of academic vocabulary and definitions, as well as highlighted key terms. However, they do not contain embedded educator guidance

to scaffold or support students' use of academic vocabulary in context when communicating with peers and educators.

Although the materials identify academic terms and potential misconceptions, they do not contain embedded guidance to extend students' use of academic vocabulary in context. For example, lessons may provide opportunities for discussion or explanation, but the materials do not contain suggested language, sentence frames, or educator moves to encourage students to use the vocabulary across various mathematical contexts.

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

In grade 3, materials embed guidance to support student use of mathematical vocabulary through targeted discussion prompts. For example, in "Interpret Area as Multiplication," students are asked, "How many columns and rows of unit squares does the rectangle have?" and "What do you think the area of the rectangle is, and how did you figure it out?" These prompts guide students to apply terms, such as unit square, rows, columns, and area during discussion.

In "Create and Interpret Scaled Bar Graphs," students analyze a fully labeled bar graph (title, scale, category labels, etc.) and respond to the guiding question, "What do you notice about the data on the graph?" Embedded vocabulary within the visual supports students in applying appropriate terms during mathematical discourse

In "Represent Unit Fractions on Number Lines," students answer questions, such as "How many parts are we looking at?" and "How many parts is the whole divided into?" to engage with key terms like numerator and denominator. Similarly, in "Interpret Division Situations & Expressions," prompts, such as "Which number is the divisor? Which number is the quotient?" support accurate vocabulary use in describing division equations.

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

The materials prompt students to engage in peer conversations where they hear and use mathematical language in context. In the grade 3 "Determine Area of Tiled Figures" lesson, students discuss, "What other situations might require area to be measured and used?" and "How many columns and rows of unit squares does the rectangle have?" In "Identify Shared Attributes of 2D Shapes," students examine cookie-shaped polygons and respond to questions, such as "Which of the cookie shapes are polygons? What makes them polygons?" These prompts support students in exchanging mathematical ideas using relevant terms during collaboration.

The materials include embedded prompts that support student-to-student discussion but do not guide students in refining or extending mathematical vocabulary. In "Add within 1,000 Using Algorithms" and

"Multiply Multiples of Ten," students compare strategies and respond to prompts, such as "How are the two algorithms we've learned so far similar and different?" and "What multiplication fact can we use to help us figure out the product?" Students hear mathematical terms through peer exchange, but the materials offer no explicit scaffolds to support refinement of academic language.

In lessons, such as "Represent Unit Fractions on Number Lines" and "Relate Multiplication and Division," the materials prompt students to share observations about visual models using questions, such as "What do you notice about these examples of equal and unequal shares?" and "How are these models similar and different?" While these questions promote conversation, they do not contain embedded supports to help students refine the use of terms like *numerator*, *denominator*, *multiplication*, or *division*.

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 contain embedded guidance to anticipate a variety of student responses. While the "Teacher Resources" contain a "Skill Summary" that outlines common misconceptions related to the standard, they do not embed exemplar student responses or anticipated answers within the lesson materials themselves.

The materials provide rationales for incorrect responses in pre- and post-assessment answer keys. However, they do not contain embedded prompts, redirection questions, or alternative strategies to support or redirect inaccurate student responses during instruction.

5.5 Process Standards Connection

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.5a	All criteria for guidance met.	1/1
5.5b	Materials do not contain a description of how process standards are incorporated and connected throughout the learning pathways.	0/2
5.5c	Materials do not contain an overview of the TEKS process standards incorporated into each lesson.	0/1
—	**TOTAL**	1/4

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

In "Tell Time to the Nearest Minute," students use a number line to bridge their understanding of elapsed time on an analog clock. This helps them create and use representations to organize and communicate their thinking (3.1E, 3.1F). A real-world connection—comparing animal feeding times on a farm—encourages students to apply mathematics to everyday life (3.1A). When comparing 8:07 a.m. to 8:07 p.m., students are prompted to analyze mathematical relationships (3.1F) and communicate reasoning using language and personal experiences (3.1D, 3.1G).

In "Represent & Solve Multiplication Word Problems," students apply a structured problem-solving model to scenarios, such as "Isaac's cat eats three scoops of cat food a day. How many scoops in six days?" Students analyze known and unknown information, develop a plan, and determine a solution (3.1B). They draw visual models and organize information into groups, showing numbers in each group and total product (3.1E, 3.1F). Students also select appropriate tools and strategies (3.1C), use multiple representations (3.1D), and justify their solutions using mathematical language (3.1G).

In lessons, such as "Add & Subtract to Solve Word Problems Within 1,000" and "Represent Multiplication Equations Using Arrays," students apply mathematics to everyday life (3.1A). For example, students use bar models to identify the start, change, and result in word problems and justify their reasoning collaboratively (3.1B, 3.1D, 3.1G). In array tasks, students connect real-world experiences to rows and columns, reinforcing understanding of multiplication structure (3.1F). These lessons require students to create representations (3.1E), analyze relationships (3.1F), and communicate their thinking using multiple strategies and precise language (3.1D, 3.1G).

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

The materials include a "Teacher Resource" in every lesson, which includes a "Skill Summary" section that unpacks the TEKS-aligned content for that lesson. However, the materials fail to describe how the TEKS process standards appear throughout the learning pathways. They focus on content development without clarifying the role of process skills. The materials do not explain how the TEKS process standards

connect across the learning pathways. They provide no explanation or mapping of how these standards develop, link between lessons, or how they build across the grade level.

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

The materials include the TEKS for each lesson on the opening page of the feature lessons. However, they do not contain an overview of the TEKS process standards incorporated into each lesson.

In grade 3, the materials organize content by overarching topics that support the TEKS. For example, the "Addition & Subtraction Within 1,000" pathway includes three topics and aligned activities. While each topic includes a scope and sequence and lists aligned resources, it does not identify or explain how the TEKS process standards are addressed within each lesson.

Although the "Implementation Guide" provides a grade-level scope and sequence, and the resource explains how some activities support mathematical practices, the materials do not clearly outline which TEKS process standards are integrated into individual lessons.

6. Productive Struggle

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

6.1 Student Self-Efficacy

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.1a	The materials do not provide opportunities for students to persevere through solving problems.	2/3
6.1b	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. In "Decompose Up to 4-Digit Numbers," students use base ten blocks and place value charts to represent numbers like 1,025 in standard and expanded form. In "Recognize & Generate Equivalent Fractions," students interpret visual models and compare fractions, justifying their reasoning by answering, "How can you tell?" These tasks require students to reason with numbers and connect visual and symbolic representations of math concepts.

Lessons, such as "Determine Unknowns in Multiplication & Division Word Problems" and "Add & Subtract 3-Digit Numbers to Solve Word Problems" include guiding questions, such as "What information do we know?" and "What do we not know?" that support mathematical thinking and help students make sense of problem contexts by connecting equations to parts of the word problem.

Although students engage in problem-solving tasks, lessons are heavily guided, with hints and teacher-directed, step-by-step instruction that prevents opportunities for students to persevere through solving problems. The lack of space for productive struggle limits students' ability to persist through challenges or develop resilience in problem-solving.

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 that there can be multiple ways to solve problems and complete tasks. In "Add Within 1,000 Using Algorithms" and "Subtract Within 1,000 Using Algorithms," students explore three strategies: base ten blocks with place value charts, expanded form, and standard or partial-sums algorithms. After guided and independent practice, students solve the

same problem using two different strategies and respond to the prompt, "How are the two algorithms we've learned so far similar and different?" to explain their understanding.

In "Decompose Up to 4-Digit Numbers," students compare multiple representations of 1,000 using pictorial models and equations and explain which base ten representations are equivalent. In "Determine Unknowns in Multiplication & Division Word Problems," students use different operations to solve word problems, but the materials do not support students in justifying that their strategy is valid.

Across lessons, the materials do not contain opportunities for students to justify that there can be multiple ways to solve problems and complete tasks. While students are often asked to explain how strategies are similar or different, they are not prompted to defend their choice of method or articulate why a given strategy works mathematically.

6.1c – Materials are designed to require students to make sense of mathematics through multiple opportunities for students to do, write about, and discuss math with peers and/or educators.

The materials are designed to require students to make sense of mathematics through multiple opportunities to do math with peers and educators. In "Interpret Multiplication as Equal Groups," students build equal groups, write matching equations, and collaborate to analyze and compare equations like 4 × 6 and 6 × 4 using visual models. In "Fluent Addition & Subtraction Within 1,000," students work in pairs to solve problems and check each other's strategies and answers.

The materials provide multiple opportunities for students to write about math with peers and educators. In "Compare Fractions with Same Numerator or Denominator," students complete sentence stems, fill in blanks, and explain comparisons using mathematical language (e.g., "The fractions have the same ___"). These writing tasks help students clarify their thinking and communicate mathematical reasoning.

The materials include multiple opportunities for students to discuss math with peers and educators. In "Represent & Solve Multiplication Word Problems," students solve problems collaboratively using graphic organizers and written equations. In "Create & Interpret Scaled Picture Graphs," students analyze visual data and respond to prompts, such as "What do you notice about the data on the graph?" to initiate mathematical conversations.

6.2 Facilitating Productive Struggle

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.2a	Materials do not support educators in guiding students to share and reflect on their problem-solving approaches through arguments.	4/6
6.2b	Materials do not contain prompts or guidance to support educators in providing explanatory feedback based on student responses and 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.

In the "Interpret Area as Multiplication" lesson, the materials support educators in guiding students to share their problem-solving approaches through explanations. For example, students are asked to explain how they determined the area of a rectangle, and they are encouraged to articulate their reasoning.

In "Determine Unknowns in Multiplication & Division Word Problems," materials prompt students to explain their problem-solving process by creating and solving related multiplication and division equations, supporting explanation of their thinking.

The materials support educators in guiding students to share and reflect on their problem-solving approaches through justifying their thinking. For example, in "Add & Subtract to Solve Problems Within 1,000," a prompt asks students, "Now that we have the question mark at the end, what operation should we use to make this equation true? How do you know?"

The materials do not support educators in guiding students to reflect on their problem-solving process or share or reflect through arguments. The tasks focus on explanation and justifying their thinking but do not require students to reflect on their explanations or to defend or critique their reasoning or strategies during problem solving.

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

The "Teacher Resources" identify common misconceptions and include pre- and post-assessment analyses, but do not contain guidance or prompts for educators to provide explanatory feedback based on student responses or misconceptions.

The materials highlight misconceptions and include guiding questions, but they do not support educators with prompts or strategies for giving explanatory feedback.

Overall, materials do not contain explicit guidance for educators to deliver explanatory feedback based on student responses or anticipated misconceptions, limiting support for targeted instructional feedback.