Renaissance Learning, Inc.

Supplemental English Mathematics, 4

Nearpod Instructional Suite, 4

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)
75.5%	151	0	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	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	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

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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 in 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

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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.

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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 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 4 "Generate and Extend Patterns" lesson, the learning objective is to generate and extend a number or shape pattern; this does not align with the TEKS.

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.

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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 for summative assessments.

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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 "Relate Fractions to Decimals" lesson includes recall and knowledge level questions, such as "Which decimal is represented by the attached model?", "Isaac found 100 pennies when he was cleaning the car; he put $0.85 in his piggy bank. How can this number be represented as a fraction?", and "Rida is sewing a blanket; she cuts a piece of red fabric that is 0.7 meters long. How would this measurement be written as a fraction?"

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 that incorporate at least two levels of Depth of Knowledge (DOK). However, the materials do not consistently provide tasks beyond DOK Levels 1 and 2. For example, in the "Solve Multi-Step Problems" lesson, the assessments

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consist primarily of multiple-choice questions, drag-and-drop tasks (DOK 1), and word problem analysis requiring basic reasoning (DOK 2). Similarly, in the "Solve Real-World Multiplication and Division Problems" lesson, the materials include only fill-in-the-blank recall questions (DOK 1) and multi-step word problems applying mathematical reasoning (DOK 2).

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.

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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 "Compare Fractions" post-assessment, Question 1 asks students to compare 7/12 and 9/12. In the "Teacher Resources," the "Post-Assessment Analysis" states B is the correct choice: "Student correctly identified <." For incorrect choice C, the rationale reads: "Student incorrectly identified =, indicating they saw the same denominator and assumed the fractions were equal."

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.

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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 prompts 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.

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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 in demonstrating 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 "acute angle" 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.

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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.

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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 "Compare Fractions" lesson, the "Teacher Resource" guides teachers to revisit strategies for comparing fractions with common numerators or denominators and poses questions, such as "Why is it simpler to compare fractions when they share the same numerator or denominator?" In "Relate Fractions to Decimals," the materials build on students' understanding of tenths and hundredths, using money to reconnect to familiar real-world contexts.

The materials help educators anchor big ideas by reinforcing core concepts across models and contexts. In "Relate Fractions to Decimals," teacher guidance emphasizes that decimal numbers represent parts of a whole. Lessons use money, place value charts, and language like "0.1 is ten times less than one" to deepen students' conceptual understanding of decimal place value.

The materials guide educators to highlight and connect key patterns, features, and relationships using multiple representations. In "Place Value Chart Patterns," teachers prompt students to identify tenfold patterns in place value. In "Compare and Order Whole Numbers," teachers ask students to connect values on a place value chart to written numbers. In "Relate Fractions to Decimals," decimal grids, base ten blocks, and guiding questions are used to help students link visual models to fraction and decimal notation, such as representing 0.28 as 28/100.

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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. For example, in the "Identify Types of Angles" lesson, a "Collaborate" slide is included that prompts students to discuss angle sizes by observing visual examples and comparing relative size, supporting peer discussion and conceptual reasoning. It also includes a student practice slide where learners independently categorize angles based on given measurements, supporting structured student practice.

In "Create and Interpret Line Plots to Eighths," the "What is a Line Plot" slide uses a "Collaborate" icon to prompt discussion around interpreting data from a graph, followed by a drag-and-drop student activity requiring students to label components of a line plot, indicating hands-on, interactive engagement. Additional "Write" slides prompt students to construct their own line plot and answer analytical questions based on provided data, incorporating guided practice, data analysis, and written response. Across the lesson, at least three instructional approaches are supported: discussion-based exploration, interactive modeling, and applied written analysis.

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. Activities are consistent across all students and focus on practicing grade-level skills without extending learning. For example, in the "Determine the Amount of Groups" lesson, all students complete the same set of activities, such as drag-and-drop matching and array modeling. Similarly, in "Multiplication Models & Expressions," students practice modeling and writing multiplication expressions.

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However, the tasks do not contain opportunities for enrichment through depth, complexity, or creative thinking, and do not encourage application of learning in real-world or interdisciplinary contexts.

The materials do not contain guidance to support educators in effectively implementing enrichment and extension methods. While the "Teacher Resource" includes elements, such as vocabulary, skill summaries, prior and future connections, and misconceptions, it does not contain strategies or prompts for extending student thinking. For example, "Find Factors & Multiples" 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.

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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.

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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 4, lessons provide opportunities for discourse, such as in "Use Strategies to Multiply 2-Digit by 2-Digit Whole Numbers," where students respond to questions, such as "How can we find the total amount of flowers without having to count them one by one?" and in "Solve Real-World Multiplication & Division Problems," where students write real-life examples of multiplication. However, these tasks are not supported with embedded, teacher-facing guidance tailored to emergent bilingual students or aligned with ELPS language-development strategies.

The "Teacher Resource" includes academic vocabulary and collaborative prompts in lessons, such as "Identify & Generate Equivalent Fractions Using Models" and "Decompose Fractions into Tenths & Hundredths," where students discuss and write about fraction concepts. However, the materials do not contain strategies—such as sentence stems, language objectives, or supports for cross-linguistic connections—that would help emergent bilingual students meaningfully engage in oral or written academic discourse.

Lessons, such as "Understand Fractions as Equal-Group Models," include background knowledge-building tasks (e.g., reasoning through unit fractions in a lemonade problem), but do not contain embedded

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teacher guidance for facilitating peer interaction or language development. Additionally, the materials do not contain supports tied to oral or written discourse that reflect the linguistic needs of emergent bilingual students.

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.

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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.	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 "Add & Subtract Proper & Improper Fractions" lesson, students have practice opportunities to represent a fraction as a sum of fractions, including when the numerator is greater than the denominator.

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 "Compare Fractions," the pre- and post-assessments involve comparing two fractions with different numerators and different denominators and representing the comparison using the symbols >, =, or <.

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 meet grade-level proficiency in the mathematics TEKS. For example, in the data lessons, students work only with line plots, with no exposure to stem-and-leaf or frequency tables. Additionally, when teaching place value, one of the required student expectations is to decompose numbers using expanded notation. However, the place value lessons focus only on expanded form, not expanded notation.

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

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"Number Forms Up to 1,000,000" center, students decompose and compose numbers in standard and expanded form. However, the activity uses numbers significantly smaller than one million, limiting alignment with the full scope of the standard.

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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 4, place value is extended into the thousandths place, building on students' prior understanding through the use of base ten blocks and by relating decimals to fractions. The "Teacher Resources" further support these connections with guiding questions, such as "Is this pattern repeating, growing, or shrinking? How can you tell?" and "What operations are related to place value as we move one digit to the left or right?"

In grade 4, materials support horizontal coherence by connecting students' understanding of equivalent fractions to foundational multiplication concepts. Students use visual models to identify and generate equivalent fractions with denominators of two, three, four, five, six, eight, 10, and 12. These models are then explicitly linked to the concept of multiplying a fraction by forms of 1 (e.g., 2/2 and 3/3), reinforcing the big idea that equivalency is based on proportional reasoning. This connection supports students in recognizing patterns and relationships between fractions and multiplication, building a cohesive understanding across numbers and operations.

4.2b – Materials demonstrate coherence vertically across concepts and grade bands, including connections from grade K–6, by connecting patterns, big ideas, and relationships.

In the grade 4 "Fluently Add & Subtract Multi-Digit Whole Numbers" lesson, students build on prior work from grade 3, where they added and subtracted within 1,000 using various place value-based strategies, including the standard algorithm. The lesson extends this understanding to numbers within 1,000,000 and prepares students for grade 5 work involving addition and subtraction of decimals to the hundredths place. The materials also support conceptual progression by encouraging the use of other strategies (e.g., expanded form, partial sums,) before transitioning to the standard algorithm as a more efficient method.

The grade 3 "Teacher Resources" include explicit connections to prior and future learning. For example, it references how multi-step problem solving with whole numbers in grade 4 supports similar skills with

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fractions and decimals in grade 7. The materials also include summaries that explain each lesson's role in the broader learning pathway.

The materials include a glossary that distinguishes between previously taught terms and current vocabulary, supporting language development across grade levels and reinforcing conceptual continuity across K–6.

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 4 "Solving Problems Involving Fractions Times Wholes" lesson begins by activating students' prior knowledge through the use of pre-generated bar models to support conceptual understanding of multiplying fractions. This prepares students for the next lesson, which requires them to build their own models and apply repeated addition to solve multiplication problems. The lesson includes an initial check for understanding and multiple formative assessments throughout to monitor student progress.

Throughout grade 4, 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.

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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 4 "Geometry" learning pathway, students take a pre-assessment and complete instructional activities that revisit foundational concepts, such as attributes of 2D shapes, types of angles and lines, and how to name and compose angles. This prior learning is then applied to classifying two-dimensional shapes and writing equations to find unknown angles. However, these skills are not revisited in future learning pathways.

In the grade 4 "Operations with Fractions" pathway, students revisit the concept of equivalent fractions and number lines before applying this understanding to adding and subtracting fractions with like denominators. 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 4 "Measurement and Conversions" pathway prompts students to represent and solve measurement situations using a tape diagram, a skill they learned in the "Operations with Whole Numbers."

In grade 4, students are introduced to the skill of multiplying larger numbers (initially two-digit by one-digit and then two-digit by two-digit) using various tools and strategies, such as base ten blocks and the area model. Students apply these tools to divide larger numbers later in the same learning pathway. Then, students solve multi-step problems involving multiplication and division using the strategy of their choice.

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 4 "Solve Problems Involving Fractions Times Wholes" lesson, students are provided opportunities to interpret and analyze a strip diagram model. Students solve a word problem about leftover boba tea, using guiding questions, such as "Are there enough?," "What should we do?," and "What does this tell us about the amount remaining?" to support analysis and interpretation of the visual model in context. "Identify & Generate Equivalent Fractions Using Models" supports evaluation of models by asking students to determine whether two fractions are equivalent using visual models and multiplication strategies. Guiding questions, such as "What does it mean for two fractions to be equivalent?" and "How can you use this method to generate another equivalent fraction for 2/3?" prompt deeper reasoning about fraction representations. For example, in "Compare Fractions," students evaluate pictorial models by drawing and partitioning shapes into equal parts, comparing them with symbols, and justifying their reasoning using sentence stems. Additional tasks throughout grade 4, such as comparing fractions with unlike denominators and rounding on number lines, also support the interpretation and analysis of mathematical representations in various contexts.

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

The grade 4 "Multiply to Identify & Find Equivalent Fractions" lesson requires students to use fraction tiles to represent real-world baking scenarios. Students create concrete models by virtually manipulating 1/6 tiles to determine how many fractional parts are needed, supporting conceptual understanding through hands-on modeling. In "Model 2-by-2 Area Diagram Multiplication," students build pictorial area models by filling in each section with partial products to solve a multiplication problem involving a square cake. This task provides explicit opportunities to construct visual models to represent multiplication strategies. In the "Divide 2 by 1-Digit Whole Numbers Without Remainders," students use base ten blocks to create concrete models of division problems. Tasks guide students to move manipulatives to represent division strategies and find quotients.

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

The grade 4 "Solve Real-World Multiplication & Division Problems" lesson provides students with real-life contexts to apply conceptual understanding of division. For example, students solve, "Vanessa and her friend Willow are creating seven bags of candy. They have 189 pieces of candy and want to put the same number of pieces in each bag. How many pieces go in each bag?" Students answer guiding questions and share related personal experiences using the collaboration board. In "Solve Fraction Addition & Subtraction Problems," students apply their understanding of fractions to real-world contexts using visual supports. One pre-assessment question asks, "Matty walked 5/8 of a mile in the morning and 2/8 of a mile in the afternoon. How far did he walk in total?" Students use strip diagrams to represent and add fractions, reinforcing conceptual understanding before solving. In "Solve Area & Perimeter Problems," students extend their understanding of measurement by solving real-world scenarios. For example, students determine the area and perimeter of a community garden, given side lengths of 65 feet and 48 feet. Guiding questions, such as "How much space does the garden take up?" and "How can we find out the length of the fence?" help students apply area and perimeter knowledge to a meaningful context.

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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 are designed to build student fluency necessary to complete grade-level mathematical tasks. For example, in the "Solve Problems Involving Fractions Times Wholes" lesson, students count shaded models and progress to using the multiplication expression 2/8 × 9, supporting conceptual understanding of fraction multiplication and repeated addition. In "Use Strategies to Multiply 2-Digit by 1-Digit Whole Numbers," students use base ten models to connect place value to equations. The "Multiplication of Multi-Digit by 1-Digit Numbers" center activity includes repeated partner practice using both area models and partial products, promoting efficient and flexible strategy use.

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 4 "Use Strategies to Multiply Up to 4- by 1-Digit Whole Numbers" lesson, students initially review the area model and then transition to partial products. The materials support the development of more streamlined and efficient strategies by asking students to consider how to find the area "without having to count each square unit."

The materials support the application of flexible mathematical procedures by introducing and sequencing multiple strategies for problem solving. In "Divide Up to 4- by 1-Digit Whole Numbers with Remainders," students use both base ten blocks and partial quotients. The inclusion of strategy rationale—such as noting that partial quotients are helpful for larger numbers—encourages students to select the most effective method based on context.

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The materials provide multiple opportunities to practice accurate mathematical procedures. In "Identify Types of Angles," students classify angles and triangles through varied activities, including a time-based game and real-world applications. This structure fosters accuracy through repetition and ongoing feedback. Similarly, in "Compare Fractions," students progressively develop accuracy by moving from visual models to abstract comparison using common denominators.

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 "Fluently Add & Subtract Multi-Digit Whole Numbers," students solve 489 + 327 and 756 + 288 using a strategy of their choice before being introduced to the standard algorithm. Then, students evaluate the usefulness of the standard algorithm by responding to, "Why do you think the standard algorithm is so useful for finding this sum? Why or why not?" In "Understanding Place Value Changes," students analyze how multiplying and dividing by powers of 10 impact digit value, helping them identify the most streamlined method for evaluating place value patterns.

The materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for flexibility throughout learning pathways. In "Use Strategies to Multiply 2-Digit by 1-Digit Whole Numbers," students analyze and compare two models of the same expression (4 × 32), one using base ten blocks and one using an area model. They respond to questions, such as "How do these two models relate to one another?" and "How are they similar and different?", supporting flexible reasoning. In "Use Strategies to Multiply Up to 4- by 1-Digit Whole Numbers," students solve a problem using both area models and partial products, then compare strategies to evaluate flexibility in approach.

The materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for accuracy throughout learning pathways. In "Understanding Place Value Changes," prompts, such as "What multiplication/division equation can you write to represent the relationship between the five in 18,500 and 185,000?" guide students to analyze numerical relationships with precision. In "Use Strategies to Multiply Up to 4- by 1-Digit Whole Numbers," students use both the partial product method and area models to solve 532 × 3 and check their answers for consistency, promoting accurate verification through multiple representations.

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

In the "Find Factors & Multiples" lesson, the materials review multiplication and division relationships, which can support procedural fluency. However, they do not contain explicit guidance to help students evaluate strategies or choose increasingly efficient approaches. While the lesson references prior

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knowledge, it does not contain prompts or teacher supports to help students apply that understanding toward selecting more streamlined problem-solving methods.

Across lessons, instructional slides introduce efficient approaches (e.g., area models or algorithms), but the materials do not contain guidance to help students make strategic decisions about which approach is most efficient. For example, slides model strategies but stop short of prompting students to reflect on when and why one method may be preferable over another based on context.

The "Teacher Resources" include analysis of assessment choices and identify common misconceptions (e.g., students may confuse factors and multiples or assume larger numbers have more factors). However, they do not contain instructional strategies or support to guide students in selecting efficient procedures.

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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 "Understand Place Value Changes" lesson, the "Skill Summary" guides teachers to begin with base ten blocks to explore the multiplicative relationship of place value digits, followed by the use of a place value chart to highlight the relationships between digits in multiple positions.

The procedural emphasis is clearly articulated in Nearpod "Teacher Resources," which describes step-by-step methods and practice opportunities. In "Understand Place Value Changes," teachers demonstrate multiplying digits by ten, 100, and 1,000 to determine their value. In "Express Fractions as Tenths & Hundredths," the "Skill Summary" explains how students multiply numerators and denominators by the same factor to convert fractions and find equivalencies, supporting procedural fluency. Likewise, "Compare & Order Whole Numbers" guides students to decompose numbers with place value disks and compare numbers in various forms to build procedural fluency.

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 4 "Use Strategies to Multiply 2-Digit by 1-Digit Whole Numbers" lesson, students engage with concrete, pictorial, and abstract models. Students begin by using base ten blocks to create equal groups (concrete), then interpret and create rectangular arrays to visualize word problems (pictorial), and finally, apply area models and partial products to solve multiplication expressions (abstract). The lesson also includes an activity where students compare different solution strategies by analyzing representations.

In "Use Strategies to Identify & Generate Equivalent Fractions Using Models," students use fraction circles and number lines in a game format (concrete), match fractions to shaded area models and blank fraction bars (pictorial), and construct number lines and area models independently to reason about equivalency (abstract).

In "Solve Real-World Multiplication & Division Problems," students solve contextual problems by selecting and applying multiplication or division strategies. These tasks require students to transition from models to writing equations and solving problems abstractly. Similarly, in "Understand Place Value Changes,"

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students use pictorial models of base ten blocks to represent digit values and analyze multiplication and division equations to identify place value patterns (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.

In the grade 4 "Compare and Order Whole Numbers" lesson, students place value disks on a chart (concrete), and then transition to comparing numbers in expanded and standard form (abstract). The lesson also prompts students to create numbers with disks and place them on a number line (representational) to support ascending and descending comparisons using symbolic form.

In "Compare Fractions," students shade blank fraction strips to compare values (concrete) and use symbolic comparison statements (abstract). The lesson includes pre-shaded fraction strips (representational) and asks students to define and explain why one fraction is greater than another by dragging and dropping reasoning statements.

In "Decompose Fractions into Sums of Fractions," students use digital fraction tiles (concrete) to model sums, such as 6/8 = 1/8 + 1/8 + 1/8 + 3/8 (abstract). They also manipulate labeled tiles (representational) to identify unit fractions, supporting students in defining and explaining how the model connects to the symbolic representation.

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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 4, lessons, such as "Identify Types of Angles" and "Introduction to Angles," introduce mathematical terms like angle, vertex, and right angle using labeled visuals, real-world images (e.g., a hand fan, pizza slice, clock), and physical modeling (e.g., building angles with hands). Guiding questions, such as "Can you use your hands to make an angle that is smaller than a right angle?" support language development and help students make concrete connections between terminology and visual representations.

In grade 4, materials use visual models and sentence frames to support mathematical language acquisition in lessons, such as "Add & Subtract Proper & Improper Fractions" and "Identify & Generate Equivalent Fractions Using Models." These include fraction bars, number lines, and strip diagrams to support understanding of numerator, denominator, equal shares, and related phrases like same size and total amounts. Students respond to guiding prompts (e.g., "What do the different parts of the fraction tell us?" and "What is the size of each part?") to build conceptual understanding through 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.

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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 include 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 4, materials embed guidance to support student use of mathematical vocabulary through targeted discussion prompts. For example, in "Classify 2D Figures by Lines & Angles," students are asked, "Can 2-D figures have both parallel and perpendicular lines?" and "How do you know?" The prompts guide students to use geometric terms, such as parallel lines and perpendicular lines during discussion. Similarly, in "Express Fractions as Tenths & Hundredths," students explain their understanding of fractions through the questions, "How many equal parts are shaded?" and "How many equal parts is the whole divided into?"

In "Identify Types of Angles," students use terms like acute and obtuse while discussing, "Where else do we see acute angles in real life?" In "Solve Problems About Fractional Data on Line Plots," labeled visuals of line plots accompany questions, such as "What does this number represent?" (number line) and "What does one X represent?" (symbols), supporting students in applying appropriate terms during mathematical discourse.

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. The grade 4 "Solve Real-World Multiplication & Division Problems" lesson prompts students to discuss, "What do you think the difference is between multiplication and division? What are examples of times in real life when you know the number of groups and the number in each group, but you need to find the total?" In "Identify & Draw Lines of Symmetry," students compare images and discuss, "How are they different? Based on what you see, what do you think symmetrical means?" These prompts support students in exchanging mathematical ideas using relevant terms during collaboration.

Materials do not contain embedded guidance that supports students refining and using math language with peers. Lessons, such as "Compare Fractions Using Benchmarks," "Relate Fractions to Decimals," and "Add & Subtract Proper & Improper Fractions" include collaborative prompts to encourage conversation. However, they do not contain explicit supports like sentence frames or targeted vocabulary routines that help students develop and refine their mathematical language.

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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.

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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.

Lessons, such as "Divide 2- by 1-Digit Whole Numbers with Remainders" and "Solve Real-World Multiplication & Division Problems" engage students in meaningful, everyday scenarios, such as distributing chairs for an event or calculating candy jars in a shop. Students apply mathematics to real-life situations (4.1A), identify knowns and unknowns, select operations, and justify their thinking through written responses (4.1B, 4.1C, 4.1G). They also create equations and visual models to represent these scenarios, reinforcing conceptual understanding (4.1E, 4.1F).

Materials consistently encourage students to communicate ideas clearly and precisely. In "Solve Real-World Multiplication & Division Problems," students determine whether they are solving for a total, number of groups, or amount in each group and explain how they know, using mathematical vocabulary and logical reasoning (4.1D, 4.1G). Similarly, in "Convert Customary Units," students analyze measurement scenarios—such as comparing 83 inches to 8 feet, 3 inches—promoting the use of accurate language, thoughtful justification, and discussion to analyze relationships (4.1F, 4.1G).

Students are regularly prompted to choose appropriate strategies and tools—whether paper, manipulatives, or mental math—to solve problems efficiently (4.1C). They use bar models, number lines, and equations to organize information and develop solutions (4.1E). In lessons, such as "Convert Customary Units," they also evaluate the appropriateness of different units (e.g., ounces vs. pounds), demonstrating the process of analyzing information, planning, solving, and assessing the reasonableness of results (4.1B, 4.1D).

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

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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 4, the materials organize content by overarching topics that support the TEKS. For example, the "Operations with Whole Numbers" pathway includes 11 topics to address standards related to operations. 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.

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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 "Solve Real-World Multiplication & Division Problems," students analyze two proposed strategies—189 ÷ 7 and 189 × 7—to determine how many candies belong in each of seven bags. Guiding questions, such as "What are we missing in this problem? How do you know?" and "What operation should we use?" require students to apply reasoning and evaluate mathematical operations in context. In "Solve Fraction Addition & Subtraction Problems," students interpret fraction models to determine how much of three windows have been completed and respond to questions, such as "What do you notice about their numerators and denominators?" and "What equation can we write to solve this problem?" These tasks support deep mathematical thinking and sense-making through multiple representations and structured inquiry.

The materials provide limited opportunities for students to persevere through solving problems. In "Generate Number & Shape Patterns," students extend numerical patterns and identify rules using drag-and-drop tools and respond to heavily guided questions, such as "Are the numbers increasing or decreasing?" and "What two operations that we use result in smaller numbers?" 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.

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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 "Use Strategies to Multiply 2-Digit by 2-Digit Whole Numbers," students solve 12 × 24 using both a rectangular array and an area model, then answer, "How is the area model similar to the rectangular array?" Later, they solve 36 × 52 using both the area model and the partial product method and explain how the two methods are similar and different, supporting their ability to compare and explain multiple strategies.

In "Divide 2- by 1-Digit Whole Numbers Without Remainders," students learn three strategies—base ten blocks, multiplication facts, and partial quotients—and answer questions, such as "Do both sets of base ten blocks represent our dividend of 56? How do you know?" These tasks support students in understanding and explaining multiple ways to solve division problems.

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 compare strategies or explain how methods are similar or different, they are not prompted to defend their choice of method or articulate why a given strategy works mathematically. For example, in "Compare & Order Decimals to Hundredths" and "Relate Fractions to Decimals," students match equivalent representations and describe observations, but the materials do not ask students to justify why different approaches yield correct results or how the strategies connect 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 "Fluently Add & Subtract Multi-Digit Whole Numbers," students solve multi-digit problems, such as 504,997 + 49,375 and 568,008 – 318,529 using the standard algorithm. In "Interpret & Solve Multiplicative Comparison Problems," students use pictorial models and equations to solve real-world problems collaboratively. "Fluent Addition & Subtraction Within 1,000,000" gives students additional practice solving problems in pairs and checking each other's strategies.

The materials provide multiple opportunities for students to write about math. In "Fluently Add & Subtract Multi-Digit Whole Numbers," students respond to prompts, such as "Why do you think the standard algorithm is so useful for finding this sum?" and explain whether a different strategy would be more effective for subtraction problems. In "Solve Problems About Fractional Data Line Plots," students write to analyze the interval size and describe how to interpret data points.

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The materials include multiple opportunities for students to discuss math with peers and educators. In "Use Strategies to Multiply 2-Digit by 2-Digit Whole Numbers," students collaborate to determine how to use arrays and area models to find totals without counting. In "Convert Metric Units," students analyze and discuss a discrepancy between 5 meters and 150 centimeters by answering, "How is this possible?" These prompts support meaningful mathematical discussions that deepen understanding.

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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 "Understand Place Value Changes" lesson, the materials support educators in guiding students to share their problem-solving approaches through explanations. Students respond to questions, such as how the value of the digit 5 in 18,500 compares to its value in 185,000 and how to describe that relationship using multiplication, prompting them to articulate place value understanding.

In "Relate Fractions to Decimals," the materials prompt students to explain their reasoning by highlighting misconceptions about place value and decimal notation. For example, students answer questions about what the digit 0 in the ones place indicates, encouraging explanation of their understanding in a collaborative setting.

The materials support educators in guiding students to share and reflect on their problem-solving approaches through justifying their thinking. For example, in "Solve Real-World Multiplication and Division Problems," a prompt asks students, "What are we missing in this problem? 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.

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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.

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