Renaissance Learning, Inc.

Supplemental English Mathematics, 5

Nearpod Instructional Suite, 5

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)
84.68%	111	4	Flags Addressed	Not Applicable	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	8 out of 23	35%
2. Progress Monitoring	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)	0	0	0

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

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

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

1.1a – Materials include an alignment guide outlining the TEKS, ELPS, and concepts covered, with a rationale for learning paths across grade levels (vertical alignment) and within the same grade level (horizontal alignment) as designed in the materials.

The Nearpod "TEKS Standards Filter" outlines the Texas Essential Knowledge and Skills (TEKS) and concepts covered; however, the alignment guide does not include the English Language Proficiency Standards (ELPS).

The Nearpod "Implementation Guide" includes a scope and alignment guide for each grade level. The guide does not include 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," a section called "Examples from the

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

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

The materials do not include a diagnostic assessment.

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

Within Nearpod lessons, the "Teacher Resources" include the "Skills/Teacher Overview" that works to support lesson delivery, such as 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 include 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 include 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 offer instructional leaders concrete strategies or tools to use the data to guide teaching, planning for, or making instructional decisions based on student need.

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

1.2 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	The materials do not contain detailed lesson plans with learning objectives aligned with the TEKS or ELPS. The 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	The 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" materials 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" materials do not include 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 than those stated. For example, in the grade 5 lesson "Multiply Multi by Single Digit Whole Numbers Without Composing," students multiply up to five-digit by one-digit whole numbers, while the TEKS state that students will multiply with fluency a three-digit number by a two-digit number using the standard algorithm.

Nearpod "Teacher Resources" materials do not include 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	The materials do not contain the definition for the types of instructional assessments.	1/2
2.1b	The materials do not contain guidance to ensure consistent administration of instructional assessments.	1/2
2.1c	The materials do not contain text-to-speech, content and language supports, or calculators that educators can enable or disable for individual students.	1/4
2.1d	The materials do not contain diagnostic assessments with two or more varying complexity levels or two or more interactive item-type questions.	0/4
2.1e	The materials do not consistently contain 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.

The Nearpod blog article "How to Monitor Student Progress with Real-Time Formative Assessment Data" states that the formative assessments' purpose is informing instruction, identifying misconceptions, gauging progress, guiding instructional decisions, and helping students and educators adjust. The materials do not include the definition of formative assessments.

The materials include examples of how to utilize the 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 areas of both strength and improvement. The materials do not include 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 with the intended learning goals and assessing the concepts and skills they are designed to measure. However, the materials do not provide guidance to ensure consistent administration across classrooms or educators, such as standardized protocols, routines, or timing recommendations.

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 and language supports; however, these features can be enabled only for a whole class, not as an accommodation for individual students.

The digital assessments do not include 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," which include four questions that could serve as diagnostic assessments. However, these assessments do not include questions and tasks with at least two varying complexity levels, and they do not include 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 lesson "Model Fractions of a Number" includes recall- and knowledge-level prompts, such as "Use the attached model to find the product."

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, the lesson "Order of Operations" includes tasks such as analyzing expressions (DOK 2), multiple-choice questions, and drag-and-drop assessments (DOK 1). Similarly, in the lesson "Models of a Fraction Number," the materials include multiple-choice questions involving only recall (DOK 1) and drag-and-drop activities that require applying the concept of fractions to real numbers (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.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	The materials do not contain a rationale for each correct response.	2/3
2.2b	The 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	The 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, as well as class achievement reports.

The materials include instructional assessments with an answer key and rationales for incorrect responses, but they do not provide rationales for correct answers. For example, in the "Model & Solve Addition Problems with Decimals" post-assessment, Question 1 asks students to select a model that represents .60 + .02. In the "Teacher Resource," the "Post-Assessment Analysis" states that A is the correct choice: "Student correctly identified Model A." For incorrect choice C, the rationale reads, "Student incorrectly identified 'Model C,' indicating the student believes the six represents hundredths."

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 provide 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 provide 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 prompts in the lesson slides to help educators check for understanding; however, they do not offer 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 provide 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	The 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	The materials do not provide access to calculators.	2/3
3.1e	The materials do not provide 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 Resource" materials in each lesson include skill summaries and common misconceptions but do not provide instructional strategies or alternative methods to address those misconceptions or support students who are struggling.

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

The materials provide lists of academic vocabulary and student-friendly definitions within the "Teacher Resources," but they do not include 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 offer educator guidance on how or when to introduce these supports prior to instruction. Lessons include embedded vocabulary development (e.g., defining *volume* 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 include explicit educator guidance for identifying students who are ready for enrichment or extension opportunities, nor do they provide 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 Resource" materials focus on whole-group instruction and include summaries of skills, guiding questions, and common misconceptions, but they do not offer prompts, strategies, or activities that extend learning for proficient or advanced students beyond the immediate lesson goals.

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 via the Microsoft Immersive Reader—for individual students by launching multiple lesson codes. The materials do not include 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	The materials do not contain educator guidance to support effective implementation.	2/3
3.2d	The materials do not contain enrichment and extension methods that support various forms of engagement or guidance to support educators in effective implementation.	0/2
3.2e	The materials do not contain guidance to support educators in providing timely feedback during lesson delivery.	1/2
—	**TOTAL**	10/14

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

The materials guide educators to activate prior knowledge by referencing past learning and providing prompts. In "Multiply Multi-by Single-Digit Whole Numbers Without Composing," the "Teacher Resource" reminds teachers that students have previously multiplied two-digit and four-digit numbers using strategies like the area model and partial products. In "Order of Operations with Whole Numbers," the "Teacher Resource" builds on students' use of parentheses and multistep problems and helps teachers connect new learning to prior skills with guiding questions, such as "What operation should you perform first in this expression?"

The materials support educators in anchoring big ideas through instructional language and real-world analogies. In "Order of Operations with Whole Numbers," the "Skill Summary" encourages teachers to explain the need for a standard order of operations using everyday examples, like baking a cake, and reinforce this idea with clear strategies and mnemonic devices. The "Think About It" slide prompts students to reflect on why order matters, deepening conceptual understanding across lessons.

The materials provide explicit guidance to highlight and connect key patterns, features, and relationships through multiple means of representation. In "Order of Operations with Whole Numbers," teachers guide students through numerical expressions using step-by-step strategies, color coding, and rewritten expressions to visually represent the hierarchy of operations. The lesson encourages pattern recognition using repeated examples and supports connections between operations and their impact on results. In "Find Volume of Composite Right-Rectangular Prisms," the lesson builds on students' understanding of area and volume by combining known formulas to solve composite problems, supporting the recognition of structural relationships.

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 grade 5 lesson "Model Fractions of a Number," students write responses to fraction prompts, collaborate to identify wholes in contextual problems, and engage in a visual drag-and-drop task using strip diagrams, demonstrating writing, peer collaboration, and visual modeling.

In "Create & Interpret Scatter Plots," students first write explanations to plotting prompts, then engage in interactive plotting and matching activities. Guidance supports the facilitation of student-led discovery through collaborative analysis and matching graphs to tables, highlighting writing to learn, visual/spatial reasoning, and peer discussion.

Grade 5 lessons consistently incorporate at least three distinct instructional approaches: writing to construct understanding, collaboration for shared reasoning, and interactive modeling (e.g., drag-and-drop visuals and graphing tasks). Instructional icons and structured activity types guide educators in using multiple research-based strategies to engage learners and assess understanding.

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

Materials include multitiered 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 multitiered 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 include enrichment and extension methods that support various forms of engagement. Activities across lessons, including center tasks and digital practice, focus on reinforcing grade-level content without offering opportunities to deepen or expand understanding beyond core standards. For example, in the grade 5 lesson "Add and Subtract Unlike Fractions with Unlike Denominators," students engage in matching-pair games and clarification videos focused on procedural fluency, but the tasks do not require higher-order thinking or real-world application. Similarly, in the lesson "Model & Solve Addition Problems with Decimals," activities are consistent for all students, with no options that increase depth, complexity, or creativity.

The materials do not include guidance to support educators in the effective implementation of enrichment and extension methods. "Teacher Resources," such as those in the "Relate Volume to Multiplication" lesson and the "Strategies for Division with Multi-Digit Numbers" center, provide conceptual overviews and some differentiation guidance, but there is no explicit mention of, or support for, implementing enrichment or extension strategies. While the teacher guides include future learning connections and misconceptions, they do not offer specific strategies or tasks to extend instruction for students who have already met grade-level expectations.

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

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.

The materials do not provide 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	The 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	The materials do not contain implementation guidance to support educators in effectively using the materials in state-approved bilingual/ESL programs.	0/1
3.3d	The materials do not contain embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making crosslinguistic 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 more than 60 languages, and picture dictionary features through the Microsoft Immersive Reader. However, these tools are not specific to ELs, tiered by ELPS proficiency levels, or accompanied by educator guidance on how to use them to support increasingly academic language.

Educator materials do not include linguistic accommodations or scaffolds, such as sentence stems, adapted texts, or clarification strategies. Vocabulary is shown in bold font 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 ELs, such as suggestions to "provide grade-level scaffolded core instruction for pull-out scenarios" and 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/English as a second language (ESL) models. Although Nearpod's "Implementation Guide" references EL teachers and includes collaborative features like coediting and access to lessons at various grade levels, it does not offer specific instructional strategies tailored to bilingual or ESL program models. The guide lacks references to ELPS proficiency levels, program design types (e.g., dual language or transitional bilingual), or differentiated implementation supports for meeting the needs of emergent bilingual (EB) students within formal bilingual/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.

The "Teacher Resource" provides academic vocabulary and includes collaborative and written activities in lessons, such as "Solve Addition & Subtraction Problems with Decimals," where students discuss and write about bar models and solution strategies. However, these tasks are not supported by teacher-facing scaffolds tailored for EB students, such as sentence stems, language objectives, or crosslinguistic supports.

Lessons like "Use Volume to Find Missing Side Lengths" and "Read, Write & Represent Decimals to Thousandths" include whole-class discussion prompts intended to support comprehension and build background knowledge through oral discourse. Similarly, "Model Decimal Addition" provides peer interaction around solving problems. However, none of these lessons include embedded guidance to help teachers support language development or structured academic discourse for EB students.

Across the materials, there are no embedded supports that help teachers facilitate academic vocabulary development, comprehension, or crosslinguistic connections through oral or written discourse. The materials offer general opportunities for student collaboration but lack intentional strategies designed to meet the linguistic needs of EB 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.

4. Depth and Coherence of Key Concepts

Materials are designed to meet the rigor of the standards while connecting concepts within and across grade levels/courses.

4.1 Depth of Key Concepts

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.1a	All criteria for guidance met.	2/2
4.1b	The materials do not consistently include questions and tasks, nor 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 include practice opportunities throughout learning that require students to demonstrate depth of understanding aligned to the TEKS. For example, in "Create and Interpret Scatter Plots," students have practice opportunities to represent discrete paired data on a scatter plot.

The 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 "Use Models & Estimation to Add & Subtract Fractions," students represent and solve addition and subtraction fractions using bar models and number lines in the pre-assessment and post-assessment.

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, the evidence is sporadic and inconsistent. Not all lessons meet grade-level proficiency in the mathematics TEKS. There are multiple lessons that teach below the grade-level standards. The materials include questions and tasks that generally increase in rigor and complexity; however, the evidence is inconsistent. For example, the "Equations & Order of Operations" "Topic Bundle" does not fully address the TEKS. While it provides explicit instruction on solving problems using the order of operations, it limits practice to whole numbers, omitting expressions with decimals, which are part of the grade 5 standards. Additionally, students are not given opportunities to build or match expressions to real-world scenarios.

The materials include enrichment and extension materials that support grade-level proficiency in the mathematics TEKS; however, they are very inconsistent in increasing in rigor and complexity. For example, in the center "Volume of Right and Rectangular Prisms," students solve for volume using cube models to represent length, width, and height. However, this does not fully address the rigor of the TEKS, which require students to represent and solve problems involving perimeter, area, and volume in more complex, real-world contexts.

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.

In grade 5, the materials connect the concept of place value to decimal operations by using base ten models. Students represent decimals to the thousandths and then apply this understanding to add, subtract, multiply, and divide decimals using the same visual models.

The concept of multiplying fractions is introduced through area models and number lines, providing a visual foundation that supports connections to perimeter, area, volume, and measurement tasks. These activities guide students in applying multiplication with fractions and mixed numbers in real-world and geometric contexts. "Teacher Resource" materials in grade 5 include guiding questions, such as the following: "How is multiplication related to converting from a larger unit to a smaller unit?" and "What is a conversion chart? How can it help you convert between units quickly?" These prompts support concept development and help reinforce relationships between operations and measurement.

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 grade 5, students deepen their understanding of place value by recognizing how the value of a digit changes when it moves one place to the left or right. This builds on prior learning from grades 3 and 4, where students learned that the value of each place-value position is ten times the value of the position to the right and one-tenth the value of the position to the left.

The "Teacher Resource" for "Convert Metric Measurement Units" notes that students have previously learned to convert larger units to smaller units within the metric system and will later extend this skill to solve multistep, real-world problems. Earlier grade-level experiences support these concepts. For example, in grade 2, students use rulers and number lines to measure length and solve measurement word problems, which lays the foundation for grades 3 and 4 work with perimeter, area, and unit conversions. In grade 5, multistep word problems require students to apply place-value, operations, and measurement skills developed across these earlier grades, reinforcing vertical coherence and integration of concepts.

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.

In grade 5, the lesson "Fluently Multiply Up to 3-by-2-Digit Whole Numbers" builds on students' prior knowledge of multiplication strategies. Earlier lessons focus on using area models and partial products to multiply single-digit numbers, connecting these strategies to the standard algorithm. As students develop conceptual understanding and procedural fluency, lessons progress to multiplying larger numbers using these same models before transitioning to the standard algorithm. This sequencing supports coherence across lessons within the grade. Each lesson includes a check for prior knowledge at the beginning and multiple formative assessments throughout to monitor progress.

Throughout grade 5, 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 grade 5, volume lessons integrate prior learning from multiple areas, including multiplication, area, unit conversion, and work with fractions and decimals. However, volume is not revisited in future learning pathways.

In the grade 5 learning pathway "Geometry," students take a pre-assessment, which asks them to recall and apply prior knowledge of classifying and sorting two-dimensional figures using formal geometric vocabulary. Students then use tools, such as flowcharts and Venn diagrams, to classify two-dimensional shapes into a hierarchy. 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. In the grade 5 learning pathway "Adding and Subtracting Decimals," students continue to represent decimals using grid models and place-value charts, which they learned in a previous pathway, to help build the conceptual understanding required to add and subtract decimals.

In grade 5, students use virtual manipulatives to make sense of adding and subtracting fractions with unlike denominators before learning how to use multiplication and division to create common denominators. These same models are revisited when students learn how to multiply and divide fractions in a later learning pathway.

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.

Throughout lesson bundles, questions and tasks provide opportunities for students to interpret, analyze, and evaluate models and representations for mathematical concepts and situations. In the grade 5 lesson "Compare & Order Decimals to Thousandths," students use pictorial grid models based on base ten representations to compare and order decimals. Students interpret and analyze these visual models and justify their reasoning using sentence stems and place-value understanding by answering questions such as the following: "How many thousandths are needed to equal one-hundredth?" In the lesson "Model Division of Whole Numbers by Unit Fractions," students partition eight whole bananas into halves to model division. Guiding questions—such as "How can we have a quotient that is larger than our dividend?"—require students to interpret the visual representation and explain their reasoning, promoting both analysis and evaluation. In "Divide Decimals by Decimals," students analyze and evaluate models through guiding questions, such as "Which expression will have a greater quotient: 1.5 ÷ 0.1 or 1.5 ÷ 0.01?" and "How can you use base-ten blocks or decimal grids to find the quotient of 2.8 ÷ 0.4?" These prompts require students to evaluate models and explain relationships between mathematical representations and outcomes.

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

In grade 5, the activity "Divide Decimals by Decimals" prompts students to create concrete models using base ten blocks. For example, students represent .80 liters of juice and divide it into groups of .20 liters by physically grouping the blocks, reinforcing understanding of decimal division through hands-on modeling. In the activity "Subtract Decimals Using Models," students use pictorial representations to model subtraction. They shade base ten flats with a yellow highlighter to show the total amount of energy and cross out sections using a red crayon tool to represent the amount used, visually modeling the subtraction process. In the lesson "Model & Solve Problems with Decimals," students apply place-value understanding by coloring in base ten blocks to find the sum of given decimals. This task provides guided practice in creating pictorial representations of decimal addition using visual tools.

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

In grade 5, the lesson "Solve Problems with Division of Fractions & Whole Numbers" prompts students to apply their understanding of fraction division in a real-world context. For example, students solve the following problem: "June is running a lemonade stand. The dispenser holds 12 cups of lemonade. Each glass holds 1/2 cup. How many servings does the dispenser hold?" Students use visual models to represent the problem and apply their conceptual understanding to find the solution. In the lesson "Add & Subtract Mixed Numbers with Unlike Denominators," students build on their knowledge of fractions by solving real-world problems involving mixed numbers. For instance, students determine the total number of pies on a table using the following prompt: "There are 3 1/4 pumpkin pies and 2 3/8 cherry pies. How much pie is there in all?" A visual of fraction circles supports students in interpreting the quantities and applying their understanding of adding mixed numbers with unlike denominators. In "Relate Volume to Multiplication," students extend their conceptual understanding of volume by connecting it to multiplication. After reviewing how to count cubes in a prism, students are introduced to the formula for volume using a dissected model and are asked to explain why the formula works. Students then apply this understanding to real-world problems involving rectangular prisms, reinforcing the idea that volume can be represented as length × width × height.

5.2 Development of Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.2a	The 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	The 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 provide tasks designed to build the fluency necessary to complete grade-level mathematical tasks. In "Solve & Represent Fractions of a Whole," students build fluency by multiplying a whole number by a fraction using pictorial models (e.g., partitioning 24 donuts). In "Solve Fraction of a Number Problems," students apply their understanding of unit fractions using strip diagrams (e.g., dividing 12 pins into fourths), reinforcing conceptual understanding and flexible problem-solving. In "Multiply Multi-by Single-Digit Whole Numbers Without Composing," the "Teacher Resource" notes that students practice fluently multiplying up to five-digit numbers by a single-digit number and up to four-digit numbers by a two-digit number using the standard algorithm.

However, the materials do not include tasks that emphasize efficiency, promote number sense, or offer repeated 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 grade 5, the lesson "Solve Addition & Subtraction Problems with Decimals" supports efficiency by guiding students through a multistep problem-solving model, building on their prior understanding of the start-change-result framework. This structured approach helps students identify streamlined strategies to solve word problems.

The materials support the development of flexible mathematical procedures by allowing students to explore and compare multiple strategies. In "Use Strategies to Multiply Up to 3-by-2-Digit Whole Numbers," students solve problems using both the area model and partial products. Similarly, in "Multiply Multi- by Single-Digit Whole Numbers Without Composing," students compare the area model to the standard algorithm. These activities foster flexibility by encouraging students to identify similarities, differences, and situational appropriateness among methods.

The materials promote the application of accurate mathematical procedures through conceptual models and gradual progression. In "Model and Solve Addition Problems with Decimals," students begin with tenths and hundredths models to visually represent decimal addition and build toward solving problems involving sums greater than one whole. This scaffolded design reinforces accurate understanding before students transition to abstract computation.

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 "Multiply Decimals & Whole Numbers," students analyze patterns across three expressions—3 × 2, 3 × .20, and 3 × .02—each paired with a model. They respond to questions—such as "How can we use our understanding of multiplying whole numbers to determine the product when we multiply decimals?"—prompting them to reason about the efficiency of decimal operations. Teacher guidance further supports this evaluation by asking the following questions: "Will the actual product be less than or greater than your estimation? How do you know?"

The materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for flexibility throughout learning pathways. In "Multiply Decimals & Whole Numbers," students are shown a word problem with a corresponding equation and then asked to solve the same scenario using a different equation. Students practice solving with both the area model and repeated addition, allowing them to compare methods and choose efficient strategies. In "Model & Solve Subtraction Problems with Decimals," students use different decimal models and compare two subtraction problems, reflecting on how the models change with regrouping.

The materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for accuracy throughout learning pathways. In "Solve Fraction of a Number Problems," students partition a strip diagram and apply it to create a matching equation. The teacher prompts students with the following questions: "Will we be able to create equal parts without dividing the pizzas into smaller pieces? How do you know?" These questions direct students to validate whether their representation is precise and appropriate. Additionally, in "Model & Solve Subtraction Problems with Decimals," students critique their completed decimal models for a subtraction problem, supporting accuracy through visual verification.

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

In the grade 5 lesson "Solve Problems with Division of Fractions & Whole Numbers," the materials highlight common misconceptions (e.g., students may incorrectly assume the dividend must be larger than the divisor) and include pre- and post-assessment analysis explaining possible student errors. However, the materials do not offer instructional guidance to support students in selecting increasingly efficient strategies to solve problems.

In the lesson "Multiply Multi-by Single-Digit Whole Numbers Without Composing," the materials reference prior learning of multiplication strategies, such as the area model and partial products, but do not include explicit prompts or teacher supports that help students choose more efficient methods. While the lesson models the standard algorithm, it does not guide students in comparing it with previously learned strategies or making strategic decisions based on efficiency.

Across lessons, the materials introduce efficient approaches through instructional slides and representations, but they do not contain structured guidance to support students in evaluating when and why an approach is more efficient.

5.3 Balance of Conceptual Understanding and Procedural Fluency

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

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

The materials clearly address the conceptual emphasis of the TEKS by guiding teachers to use visual models and real-world contexts in instruction. In the grade 5 lesson "Solve Addition & Subtraction Problems with Decimals," the "Skill Summary" directs teachers to begin with pictorial or concrete models to strengthen students' understanding of place value and prevent misconceptions, such as misaligning decimal places (e.g., .20 + .04 ≠ .60). In the lesson "Solve Multiplication of Fractions," students build conceptual understanding by modeling a fraction of a fraction using area models and contextual examples.

The materials explicitly state how the procedural emphasis of the TEKS is addressed by transitioning from conceptual models to standard algorithms and formal methods. In the lesson "Solve Addition & Subtraction Problems with Decimals," students move from models to written strategies, like expanded form and partial sums, before applying the standard algorithm, with explicit guidance on aligning place values. In the lesson "Solve Multiplication of Fractions," students first apply area models to compute problems (e.g., 3/4 × 3/5) and then connect this to the multiplication algorithm. In the lesson "Relate Volume to Multiplication," students use unit cubes and layered reasoning before applying the volume formula (V = l × w × h), reinforcing procedural fluency through structured progression.

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 5 lesson "Use Models & Estimation to Add & Subtract Fractions," students engage with concrete models by using draggable fraction tiles to solve multistep problems involving real-world contexts. For example, students determine total distances and differences between trails that Vanessa rides on across two days, supporting understanding of fraction addition and subtraction with unlike denominators.

In "Multiply Decimals & Whole Numbers," students use decimal grids and area models to multiply decimals (pictorial). For instance, they shade tenths grids to solve .40 + .40 + .40 and use area models to solve expressions such as 6 × 3.4. Tasks gradually shift toward abstract representations through numerical expressions and partial products.

In "Multi-Step Metric Conversion Problems," students solve problems using only numerical representations and conversion charts (abstract). Similarly, in "Compare & Order Decimals to Thousandths," students compare decimals using symbols and number forms (abstract) and analyze place-value relationships using base ten pictorial models. In "Classify 2-D Figures in a Hierarchy," students classify shapes by dragging and dropping (concrete), then transition to identifying attributes with models of side lengths (pictorial).

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 5 lesson "Model & Solve Addition Problems with Decimals," students create and connect concrete models to abstract concepts by shading decimal grids to represent values, such as .30, .05, and .42, then placing those decimals in a place-value chart. The lesson also includes shaded decimal grids (representational) that students match to symbolic representations, supporting connections to the abstract concept.

In "Model Division of Unit Fractions by Whole Numbers," students divide 1/4 by 2 using both a number line (abstract) and a strip diagram (representational), making connections between symbolic and visual models. Students also define and explain these models when analyzing whether dividing 1/3 of a lasagna pan into four parts results in 1/12 of the whole; then, they are prompted to justify their reasoning.

In "Relate Multiplication to Volume," the materials support students in connecting and explaining models by starting with cube counting (concrete) before transitioning to dissected pictorial models of rectangular prisms (representational). Students then apply the formula volume = length × width × height (abstract), using the visual model to explain how multiplication represents volume.

5.4 Development of Academic Mathematical Language

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.4a	All criteria for guidance met.	1/1
5.4b	The materials do not 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	The materials do not contain embedded guidance to facilitate mathematical conversations, allowing students to refine and use math language with peers.	1/2
5.4e	The materials do not contain embedded guidance to anticipate a variety of student answers, including exemplar responses to questions and tasks, or support 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 5, materials provide visual supports to develop academic mathematical language. In "Count to Find Volume," students use real-world images (e.g., a cereal box, a tissue box, and a fish tank) to determine which objects can be measured using unit cubes, applying vocabulary like *volume* and *unit cube*. Visuals, such as lines forming squares and everyday containers (e.g., a shoebox and a suitcase), support the definitions of length, width, and volume.

The materials use visual models and structured language supports to reinforce key mathematical terms. In "Recognize Place Value," students are shown a place-value chart labeled "Whole Numbers" and "Parts of a Whole" and fractional visuals (e.g., 1/10 and 1/100) to support the terms *tenths* and *hundredths*. The teacher guide prompts students to explain place -value relationships using specific language (e.g., "How many times more is a digit in the hundreds place than the same digit in the tenths place?").

Students engage with visual representations and vocabulary in multiple lessons. In "Explore Attributes of 2D Figures," labeled diagrams of triangles, quadrilaterals, pentagons, and octagons support understanding of terms like *polygon* and *attribute*. In "Round Decimals," number lines are used to represent decimal placement and rounding, with questions encouraging precise academic language. In "Model Multiplication of Fractions," students use images of partitioned baklava pans to represent fractional products (e.g., 1/4 × 1/2) and participate in a guided discussion to explain their reasoning.

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 include 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 offer embedded guidance to extend students' use of academic vocabulary in context. For example, lessons may include opportunities for discussion or explanation, but the materials lack 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 5, the materials embed guidance that supports students' use of mathematical language through visual supports and discussion prompts. For example, in "Classify 2D Figures in a Hierarchy," students are introduced to the term *hierarchy*, provided with visual representations, and asked guiding questions, such as the following: "What are some other examples of hierarchies in real life?" and "What do you notice about the way pets are sorted in the hierarchy displayed?" These prompts encourage students to use precise vocabulary in academic discourse.

In "Create & Use Line Plots with Fractions," students engage in discourse using appropriate vocabulary while examining a labeled line plot. The prompt "What do you notice about the data on the line plot?" directs students to use terms like *title*, *number line*, *labels*, and *symbols* in discussion. Similarly, in "Model Multiplication of Fractions," students respond to guiding questions—such as "Is the product less than or greater than the factors? Why do you think that is?"—to justify reasoning using mathematical terms.

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

Grade 5 materials include embedded guidance to facilitate mathematical conversations that allow students to hear math language with peers. In "Graph Points on a Coordinate Plane," students discuss ordered pairs using prompts, such as the following: "If we use parentheses around the numbers in the ordered pair, what do we use to separate the two numbers?" and "What movements would we need to make for the ordered pair (5, 8)?" Similarly, in "Solve Real-World Volume Problems," students discuss the formula for finding volume using the following prompt: "What formula can he use to find the volume of the backpack? Why?" These collaborative tasks provide opportunities for students to hear their peers' mathematical reasoning and vocabulary.

The materials do not include embedded guidance to refine and use math language with peers. In the lessons "Model Multiplication of Fractions" and "Relate Volume to Multiplication," prompts encourage collaboration (e.g., "Is the part Rita will eat 1.4 of the whole pan of baklava? Why or why not?"). However, the materials lack supports, such as sentence frames, structured partner dialogue, or explicit vocabulary development, to support refinement and use of math language during peer interaction.

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 include 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 lessons' materials.

The materials provide rationales for incorrect responses in pre- and post-assessment answer keys; however, they do not include 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	The materials do not contain a description of how process standards are incorporated and connected throughout the learning pathways.	0/2
5.5c	The 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.

Materials integrate the TEKS process standards through problem-solving models and structured reasoning activities. In the grade 5 lesson "Represent & Solve Multi-Step Problems with Whole Numbers," students engage in real-world problem-solving involving strawberries, applying mathematics to everyday situations (5.1A) and following a structured six-step problem-solving model that includes analyzing information, planning, modeling, and evaluating solutions (5.1B). They use visual models and symbolic representations to organize and communicate their thinking (5.1D, 5.1E) and explain their reasoning using precise mathematical language (5.1G).

The "Use Strategies to Multiply Up to 3- by 2-digit Whole Numbers" lesson supports student use of a variety of tools and strategies (5.1C), such as area models, to solve problems and justify their solutions. Students work collaboratively to discuss their reasoning and make connections among mathematical ideas (5.1F) while using multiple representations and clear communication to explain and defend their strategies (5.1D, 5.1E, 5.1G).

In the "Add & Subtract Unlike Fractions and Solve Addition & Subtraction Problems with Decimals" lesson, students apply mathematics in real-world contexts (5.1A), communicate and analyze ideas using models and equations (5.1D, 5.1E, 5.1F), and evaluate solution reasonableness, fostering the use of precise mathematical language and arguments (5.1G).

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 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 include an overview of the TEKS process standards incorporated into each lesson.

In grade 5, the materials organize content by overarching topics that support the TEKS. For example, the grade 5 learning pathway "Multiply & Divide Whole Numbers" contains nine topics addressing multiplication and division standards. While each topic includes a scope and sequence with aligned resources, none of the lessons explicitly identify or explain the TEKS process standards being addressed.

Although the "Implementation Guide" provides a grade-level scope and sequence and explains how some activities support mathematical practices, the materials do not clearly outline which of the 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	The materials do not support students in justifying that there can be multiple ways to solve problems and complete tasks.	2/3
6.1c	All criteria for guidance met.	3/3
—	**TOTAL**	7/9

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

The materials provide consistent opportunities for students to think mathematically and make sense of mathematics. In "Model Multiplication of Two Decimals," students use visual models to represent and multiply decimals, first identifying .80 as a fraction, then shading decimal grids to explore the meaning of .80 × .20 in the context of a garden. Similarly, in "Multiply Multi- by Single-Digit Whole Numbers Without Composing," students are prompted to identify patterns and predict steps in the multiplication process while using area models to understand place value and the structure of multiplication.

In "Represent & Solve Multi-Step Problems with Whole Numbers," students analyze a multistep problem involving totals of fruit pieces and are asked to identify equations, determine operations, and visualize quantities before solving. These tasks support sense-making and require students to engage in extended mathematical thinking across a lesson.

The materials offer limited opportunities for students to persevere through solving problems. In the lessons "Multiply Multi- by Single-Digit Whole Numbers Without Composing" and "Represent & Solve Multi-Step Problems with Whole Numbers," the instructional design relies heavily on teacher-directed instruction and structured prompts, like "[r]estate the question as a statement" and "What equations could you write to represent it?" Although students engage in problem-solving tasks, lessons are heavily guided, with hints and teacher-directed, step-by-step instruction that prevent 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 "Solve Multiplication Problems with Fractions & Mixed Numbers," students use fraction circles, fraction bars, and area models to explore and solve problems involving fractions. Guiding questions—such as "How can we find the total area, or the product using the model?"—support students in explaining the purpose and use of each strategy. Similarly, in "Multiply Decimals & Whole Numbers," students explore repeated addition, decimal models, and area models to solve problems like 3 × .40. They are asked to explain their understanding through prompts such as the following: "What patterns do you notice?" and "How do these models relate to one another?" In the lessons "Multiply Multi-by Single-Digit Whole Numbers Without Composing" and "Use Strategies to Divide Up to 4-by-2-Digit Whole Numbers," the materials support students in understanding and applying more than one method (e.g., area models, standard algorithms, and partial quotients). However, the lessons only offer step-by-step instructions and do not prompt students to justify their thinking using mathematical reasoning.

In "Count to Find Volume and Relate Volume to Multiplication," students use multiple approaches, such as repeated addition and multiplication, to find volume. While students compare three-dimensional figures and identify volume using different strategies, the materials do not ask students to justify their chosen method or explain why one approach may be more efficient or appropriate.

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 "Graphs & Rules on the Coordinate Plane," students work in pairs to identify coordinate patterns and determine rules, with opportunities to check one another's reasoning. In "Represent & Solve Multi-step Problems with Whole Numbers," students use graphic organizers to collaboratively solve multistep problems, engaging directly with computation and problem-solving processes. The materials provide multiple opportunities for students to write about math. In "Relate Volume to Multiplication," students respond to prompts, such as the following: "How can we use multiplication to find the total number of unit cubes?" and "How does our understanding of counting unit cubes help us label each dimension?" In "Use Models and Estimations to Add and Subtract Fractions," students complete structured sentence frames to explain concepts like equivalent fractions and denominators using a drag-and-drop tool.

The materials include frequent opportunities for students to discuss math with peers and educators. In "Solve Addition & Subtraction Problems with Decimals," students discuss a scenario about Sammy spending money, answering the following questions: "What happened to Sammy's money?" and "Which two groups were compared?" Similarly, in "Use Models and Estimations to Add and Subtract Fractions," students collaborate to interpret visual models and solve real-world problems involving fractional quantities.

6.2 Facilitating Productive Struggle

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.2a	The materials do not support educators in guiding students to share and reflect on their problem-solving approaches through arguments.	4/6
6.2b	The 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 "Relate Volume to Multiplication," the materials support educators in guiding students to share their problem-solving approaches through explanations. Students respond in writing to prompts—such as "How can we use multiplication to find the total number of unit cubes?"—to explain how volume relates to multiplication.

In "Recognize Place Value Changes," students explain their reasoning using visual models. For example, when shown decimal models, students are asked, "How can you tell that 0.2 is 1/10 the value of 2?" This prompts them to articulate their understanding of place-value relationships.

The materials support educators in guiding students to share and reflect on their problem-solving approaches through justifying their thinking. For example, in the lesson "Solve Addition & Subtraction Problems with Decimals," a prompt asks students, "How does the model below represent the problem?"

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