# Progress Learning LLC

Supplemental English Mathematics, 3

Progress Learning 3rd Grade Mathematics (TEKS)

| MATERIAL TYPE | ISBN | FORMAT | ADAPTIVE/STATIC |
|---|---|---|---|
| **Supplemental** | **9781953417879** | **Digital** | **Static** |

## Rating Overview

| TEKS SCORE | TEKS BREAKOUTS ATTEMPTED | ERROR CORRECTIONS (IMRA Reviewers) | SUITABILITY NONCOMPLIANCE | SUITABILITY EXCELLENCE | PUBLIC FEEDBACK (COUNT) |
|---|---|---|---|---|---|
| 100% | 160 | 4 | Flags Not in Report | Flags in Report | 0 |

## Quality Rubric Section

| RUBRIC SECTION | RAW SCORE | PERCENTAGE |
|---|---|---|
| 1. Intentional Instructional Design | 23 out of 23 | 100% |
| 2. Progress Monitoring | 23 out of 24 | 96% |
| 3. Supports for All Learners | 34 out of 39 | 87% |
| 4. Depth and Coherence of Key Concepts | 16 out of 16 | 100% |
| 5. Balance of Conceptual and Procedural Understanding | 38 out of 38 | 100% |
| 6. Productive Struggle | 19 out of 19 | 100% |

## Breakdown by Suitability Noncompliance and Excellence Categories

| SUITABILITY NONCOMPLIANCE FLAGS BY CATEGORY | IMRA REVIEWERS | PUBLIC | Flags NOT Addressed by November Vote |
|---|---|---|---|
| 1. Prohibition on Common Core | 0 | 0 | 0 |
| 2. Alignment with Public Education's Constitutional Goal | 0 | 0 | 0 |
| 3. Parental Rights and Responsibilities | 0 | 0 | 0 |
| 4. Prohibition on Forced Political Activity | 0 | 0 | 0 |
| 5. Protecting Children's Innocence | 0 | 0 | 0 |
| 6. Promoting Sexual Risk Avoidance | 0 | 0 | 0 |
| 7. Compliance with the Children's Internet Protection Act (CIPA) | 0 | 0 | 0 |

| SUITABILITY EXCELLENCE FLAGS BY CATEGORY | IMRA REVIEWERS |
|---|---|
| Category 2: Alignment with Public Education's Constitutional Goal | 1 |
| 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 | All criteria for guidance met. | 5/5 |
| 1.1b | All criteria for guidance met. | 3/3 |
| 1.1c | All criteria for guidance met. | 2/2 |
| 1.1d | All criteria for guidance met. | 2/2 |
| 1.1e | All criteria for guidance met. | 2/2 |
| — | **TOTAL** | 14/14 |

#### 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 grade 3 math materials include a clearly defined scope and sequence that outlines the specific concepts and corresponding Texas Essential Knowledge and Skills (TEKS) addressed in each lesson, supporting thorough unit and lesson internalization. For unit-level understanding, the materials provide a "Lesson Sequence Rationale" that explains how lessons are intentionally connected to reinforce prior knowledge and support ongoing student learning. Each lesson plan features a dedicated "Standards" section with clearly listed English Language Proficiency Standards (ELPS) and language objectives, enabling educators to easily locate targeted standards and use a checkbox feature to track horizontal alignment of the TEKS across the grade level. Additionally, the materials include an "Implementation Guide" with detailed examples for identifying the TEKS, ELPS, key mathematical concepts, and both horizontal and vertical alignment. This guide also explains the purpose and use of "Looking Back" and "Looking Ahead" sections, helping teachers plan effective intervention and enrichment by understanding concept connections across grade levels.

#### 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 grade 3 math materials include a comprehensive implementation guide that offers targeted intervention for struggling learners and enrichment opportunities for advanced students, designed to meet learners at their individual levels. Each lesson features videos paired with guiding questions that reinforce key concepts and promote meaningful classroom discussions. Intervention activities use on- or

below-grade-level content, while enrichment draws from above-grade-level materials to appropriately challenge students. The materials provide a dedicated section in each lesson for "Additional Activities for Intervention and Enrichment," along with an "Explore Teacher Guide" that embeds cooperative learning strategies and guiding questions to support engagement. Instructional notes are seamlessly integrated into slide presentations to assist teachers with real-time prompts. A detailed "Fall Implementation Guide" offers a monthly road map, beginning with diagnostic assessments, to identify learning gaps and guide placement in remediation or continued progress pathways. The guide also supports the use of Bell Ringers, study plans, and personalized lesson sequences. Furthermore, the "3rd–5th Grade Math Implementation Guide" and "Teacher Guide" include step-by-step instructions for implementing the 5E instructional model in both whole-group and small-group contexts, with suggested activities linked to instructional videos to support differentiated learning.

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

The materials provide multiple tools that support alignment with the TEKS and help educators identify appropriate skill entry points for instruction. Through the "Reports" tab, teachers can access diagnostic assessments, formative tools like SuperSheets, and progress reports that highlight individual student needs based on the TEKS. Features such as individualized study plans and remediation questions within lessons further ensure students receive targeted support based on performance data.

Teachers can build assessments using a TEKS correlation guide that displays each standard and its associated Depth of Knowledge level, allowing for intentional test construction. The platform also includes tools like Question Quick Pick and enrichment/intervention activities, making it easier to pinpoint and address areas where students are approaching mastery or need critical intervention.

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

The materials include a comprehensive implementation guide that supports lesson and unit internalization through structured protocols aligned with the 5E instructional model. These guides provide detailed explanations for each lesson component, including key vocabulary, the aligned TEKS, recommended activities, and instructional strategies, helping teachers understand both the "how" and "why" behind each step.

Each lesson features a "Teacher Guide" that offers in-depth support such as a guide for questions, common misconceptions, timing, and delivery methods for instruction. The guides include visuals, links, and specific recommendations for small- or whole-group instruction that ensure educators are equipped to effectively internalize and implement content across multiple formats.

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

The materials include a dedicated Help Center hub designed specifically for school administrators, offering articles that support leaders in effectively managing and implementing progress tracking. These resources cover essential administrative tasks, such as distributing log-in credentials, creating assessments, adding students, and other key functions. An Admin "Quick Start Guide" provides foundational information on getting started, including access to live training, navigating the School Center, setting up classes, using assessment and assignment tools, and monitoring progress reports. The implementation guide offers leaders clear resources and guidance for effective program implementation, beginning with an explanation of the 5E instructional model, followed by a visual guide for navigating lesson pages and options within each phase of the model, complete with helpful links. Additionally, the lesson plan home screen includes concise instructions for leaders on how to utilize lesson plans, highlighting the implementation guide and scope and sequence, along with brief descriptions of activities, slideshows, and printables designed to engage students and support learning standards.

## 1.2 Lesson-Level Design

| GUIDANCE | SCORE SUMMARY | RAW SCORE |
|---|---|---|
| 1.2a | Grade 3 math lesson plans include clear objectives aligned with the TEKS and ELPS, along with all necessary teacher and student resources. Teacher Guides provide targeted support for the Explore phase and include links to instructional slides, videos, and handouts. Assessments are fully aligned to the TEKS and ELPS, offering both formative and summative options with suggested time frames to guide instruction. | 7/7 |
| 1.2b | This guidance is not applicable to the program. | N/A |
| 1.2c | The materials support family engagement through bilingual family letters included with each lesson, offering tips and QR codes linking to lesson slides and videos. Teacher lesson plans feature a Support For Families section with downloadable resources to help reinforce learning at home. Additionally, the Help Center provides welcome letters, brochures, and a guardian guide in both English and Spanish to further assist families. | 2/2 |
| — | **TOTAL** | 9/9 |

### 1.2a – If designed to be static, materials include detailed lesson plans with learning objectives, teacher and student materials, lesson components with suggested timeframes, and assessment resources aligned with the TEKS and ELPS.

The grade 3 math lesson plans include clearly defined learning objectives aligned with the TEKS and ELPS, listed in the standards for each lesson. Materials support effective instructional delivery and outline all necessary resources for teachers and students. Teacher resources include a teacher guide with specific implementation support for the Explore phase, along with links to instructional slides and videos. Student handouts are included within the lesson plans for easy access. Assessment resources are fully aligned with the TEKS and ELPS. Lesson plans also provide timeframes in minutes and include both summative and formative assessments.

### 1.2b – If designed to be adaptive, materials include detailed lesson overviews with learning objectives, lesson components with suggested timeframes, and assessment resources aligned with the TEKS and ELPS.

This guidance is not applicable because the program is not designed to be adaptive.

### 1.2c – Materials contain support for families in Spanish and English for each unit, with suggestions on supporting the progress of their student(s).

The materials provide family support resources in both English and Spanish for each lesson, including letters with tips on reinforcing classroom content at home. Each letter contains a QR code that links

directly to the lesson slideshow to facilitate family engagement. The Help Center offers additional bilingual resources, such as welcome letters, brochures, and a guide for guardians to support student progress through the online "Study Plan." Teacher lesson plans include a dedicated "Support For Families" section with downloadable bilingual and monolingual letters and links to instructional materials. The Help Center's "Implementation and Best Practices" tab offers guidance on accessing these family resources.

# 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 | All criteria for guidance met. | 2/2 |
| 2.1b | All criteria for guidance met. | 2/2 |
| 2.1c | Materials do not include individual accommodation ability for content and language support. | 3/4 |
| 2.1d | All criteria for guidance met. | 4/4 |
| 2.1e | All criteria for guidance met. | 4/4 |
| — | **TOTAL** | 15/16 |

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

The grade 3 math materials clearly define the purpose and structure of their instructional assessments through resources such as the Help Center and the "3rd–5th Grade Math Implementation Guide." It explains that SuperSheets are formative assessments intentionally designed to mirror the rigor, verbiage, and cognitive complexity of State of Texas Assessments of Academic Readiness (STAAR), with each item aligned to lesson-specific standards. It also outlines additional diagnostic tools, such as Summative Assessments, State Practice Assessments, Domain Practice Tests, and Question Quick Picks—each with a stated purpose and customizable format to monitor student progress. These resources support educators in selecting assessments that align with the 5E model, especially during the Evaluate phase, and help ensure instruction is both rigorous and standards-driven. The materials include definitions of assessments and their intended purpose.

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

The grade 3 materials provide clear and comprehensive guidance to support effective assessment practices across instructional settings. The Help Center offers detailed instructions for assigning, customizing, and securely administering assessments, including options to randomize questions, adjust visibility settings, and limit student attempts. Teachers have access to consistent formative assessments embedded in each lesson through warm-ups, Bell Ringers, and SuperSheets, all aligned to specific TEKS. Bell Ringers and other tools come with clear directions, suggested timing, and structured formats to help teachers gather actionable data on student understanding. These resources, reinforced by the "Implementation Guide" and Help Center, promote accurate, purposeful, and efficient assessment use in the classroom.

### 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 grade 4 math materials offer flexible digital and print assessments, though printed versions lack auto-grading and full data reporting. Teachers can customize group accommodations, whole-class and individual calculator use, individual text-to-speech assignments, and removal of answer choices, via the "Assessment and Assignment Center." While these supports enhance accessibility and inclusivity, there are no content language supports for English as a Second Language (ESL) learners.

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

The grade 3 math materials include comprehensive diagnostic assessments that are fully aligned to the TEKS and designed to evaluate a wide range of student skills. These assessments feature a variety of interactive item types, such as math text entry, drag-and-drop, drawing tools, multipart questions, match tables, and multiselect formats that mirror the rigor and structure of STAAR. Questions span multiple Depth of Knowledge levels, from basic recall and skill application to strategic and extended thinking. Teachers have the flexibility to build custom assessments using a question bank or generate assessments automatically based on selected standards. Pre-built pre- and post-assessments and a STAAR Practice Assessment are also available, ensuring consistent, standards-aligned evaluation throughout the year. These varied and rigorous assessment tools help educators identify student needs and guide targeted instruction, supporting strong instructional planning and delivery.

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

The grade 3 math materials provide a wide range of formative assessments that are fully aligned to the TEKS and designed to support ongoing student learning and instructional decision-making. These assessments appear throughout the lesson plans and instructional resources, including warm-ups, Bell Ringers, digital worksheets, practice questions, SuperSheets, and videos with embedded questions. Interactive item types, such as math text entry, drag-and-drop, multipart questions, bar graphs, dot plots, multiselect, and match tables, are included. The assessments mirror STAAR rigor and promote student engagement. Each task is crafted to span multiple Depth of Knowledge levels, from basic recall to extended thinking, allowing educators to assess both surface-level understanding and deeper conceptual thinking. Teachers can also customize formative assessments using the Assessment Builder, selecting questions based on complexity and question type. These robust tools help educators continuously monitor student progress and tailor instruction to meet individual needs, ensuring high-quality, data-informed teaching.

## 2.2 Data Analysis and Progress Monitoring

| GUIDANCE | SCORE SUMMARY | RAW SCORE |
|---|---|---|
| 2.2a | All criteria for guidance met. | 3/3 |
| 2.2b | All criteria for guidance met. | 1/1 |
| 2.2c | All criteria for guidance met. | 2/2 |
| 2.2d | All criteria for guidance met. | 2/2 |
| 2.2e | This guidance is not applicable to the program. | N/A |
| — | **TOTAL** | 8/8 |

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

The grade 3 math materials include SuperSheets, a formative assessment tool that offers detailed rationales for both correct and incorrect answer choices. These rationales help teachers understand student thinking by explaining how correct answers are derived and identifying common misconceptions linked to incorrect responses. This support enables educators to make real-time instructional adjustments based on student needs.

In addition to formative assessments, the materials provide a robust set of reporting tools to support data-driven instruction. Teachers receive clear guidance on accessing and interpreting various reports, including Progress Reports, Student Report Cards, Gradebook Reports, Assessment Results Reports, Assessment Comparison Reports, and Diagnostic Strengths and Weaknesses Reports. These reports offer actionable insights, such as student performance by domain or standard, and are often accompanied by video- or text-based explanations to further support teacher understanding.

The platform also allows teachers to create or select pre-made assessments and assignments, with each item clearly labeled with point values. Upon completion, performance data is provided to both teachers and students, promoting transparency and targeted intervention.

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

The grade 3 math materials include a digital platform that identifies student performance trends, allowing teachers to pinpoint the most commonly missed TEKS by individuals or the entire class. This data-driven trend approach enables educators to assign targeted Quick Remediation activities to students scoring below 80 percent, ensuring timely and focused intervention. Each student has an individualized study plan featuring Focus Areas, which are automatically generated when a student answers at least two related questions with less than 80 percent accuracy. These Focus Areas provide tailored practice through instructional videos and question sets aligned to the student's needs. Teachers

can also use assessment comparison reports to analyze performance across up to three assessments, monitor progress by domain or standard, and create additional assignments aligned to demonstrate learning gaps. These tools support ongoing differentiation and targeted instructional planning, earning high marks for personalization and usability. The materials provide full educator and student guidance differentiated to their assessment score.

### 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 grade 3 math materials include a robust digital platform that supports both teachers and students in tracking academic progress and setting personalized goals. Students access individualized dashboards displaying assessment scores, completed assignments, progress reports, and standards mastery through interactive visuals, growth trackers, and motivational tools like punch cards, certificates, and themed rewards. Teachers are supported with a real-time data dashboard that compiles performance into visual reports, including gradebook summaries, student progress reports, and assessment comparison data to inform instruction. These tools allow educators to identify learning gaps, monitor class and individual trends, and make data-driven decisions to support targeted intervention and goal setting.

### 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 grade 3 math materials provide consistent support for frequent checks for understanding through strategically embedded prompts, guided questions, and interactive tasks. Teachers are supported by the "Teacher Explore Slideshows" and lesson plans, which include suggestions for when to pose questions that deepen student thinking and assess comprehension at key points in the lesson. The "Teacher Guide" links directly to the student-facing slides and includes formative prompts such as partner discussions, guided practice strategies, and hands-on activities like using place-value chips. These features help teachers identify misconceptions in real time and adjust instruction accordingly, promoting rigorous learning and concept mastery.

### 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 | All criteria for guidance met. | 1/1 |
| 3.1b | Materials do not include explicit educator guidance for preteaching vocabulary or unfamiliar references prior to lesson delivery. | 2/4 |
| 3.1c | All criteria for guidance met. | 2/2 |
| 3.1d | Materials do not include individual accommodation ability for content and language support. | 2/3 |
| 3.1e | All criteria for guidance met. | 2/2 |
| — | **TOTAL** | 9/12 |

### 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 grade 3 math materials offer a robust system of intervention and scaffolded support to address skill gaps and promote student growth, achieving proficiency. The adaptive Liftoff program provides tier 2 and tier 3 online intervention tailored to each student's demonstrated areas of need, supported by comprehensive implementation guidance available in the Help Center. Lesson plans include suggested intervention activities for students not yet proficient in grade-level skills, featuring targeted instructional videos and guiding questions to reinforce key concepts and facilitate discussion. Educators are supported with step-by-step guidance for assigning remediation and utilizing assessment data to inform targeted instruction. Additionally, virtual tutors within the platform assist students by offering hints, explaining errors, and guiding them through problems in real time. The materials also include an "Implementation Guide" that outlines vertical alignment through "Looking Back" and "Looking Ahead" sections, while slideshow speaker notes in the Explore section provide instructional strategies for addressing new or challenging grade-level content. These features work together to ensure teachers are well equipped to support all learners and deliver effective, data-informed instruction.

### 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 grade 3 math materials include multiple embedded supports to develop academic vocabulary and promote student use of academic language. Vocabulary development is integrated into lesson plans through hands-on activities, visual aids, and manipulatives and is reinforced with clear definitions and

visual representations in instructional videos. Each lesson includes a vocabulary section highlighting new grade-level terms, while teacher slideshows consistently introduce, define, and revisit key vocabulary, often supported by speaker notes that prompt instructors to review terms during instruction. Collaborative strategies, such as Think-Pair-Share, are embedded within the "Explain" component, encouraging students to use academic language in context. While the materials provide opportunities to reinforce vocabulary throughout instruction, they lack explicit educator guidance for preteaching vocabulary or unfamiliar references prior to lesson delivery.

### 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 grade 3 math materials include clear and explicit educator guidance for implementing enrichment and extension activities for students who demonstrate proficiency in grade-level and above-grade-level content. These supports are embedded within lesson plans, particularly in the Explore component and teacher slideshow notes, and include recommended videos, extension questions, and more complex problem-solving tasks designed to deepen student understanding and promote critical thinking. The "Implementation Guide" offers detailed instructions on when and how to implement these enrichment opportunities and where to locate them within the materials. Teachers are also guided to group students strategically, assign enrichment videos sourced from above-grade-level content, and facilitate student discussions to reinforce advanced concepts. While not every lesson includes an Extension activity, the resources provided ensure that teachers have the tools needed to appropriately challenge above-grade-level students and support ongoing academic growth within the lesson plans.

### 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 grade 3 math digital materials include a range of accommodations that allow educators to tailor instruction and assessment to meet individual student needs. These accommodations include enabling or disabling calculators for whole-class or individual use, activating text-to-speech functionality, and providing language supports such as toggling between English and Spanish in the Assessment Builder. Teachers can customize these settings based on student needs for assignments, assessments, or practice activities. Additionally, lesson slideshows in the Explore section offer visual support, vocabulary definitions, and guidance for reinforcing key concepts throughout instruction. There is no content language support for English language learners.

### 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 grade 3 math materials provide multiple, well-supported opportunities for students to demonstrate their understanding of mathematical concepts through a variety of formats and modalities. Lessons include options for students to perform, express, and represent their thinking using manipulatives, multiple problem-solving strategies, and peer-to-peer discussions, such as Think-Pair-Share. Teacher slides and handouts guide students in expressing their reasoning through verbal, written, and visual representations. The materials also include a range of interactive and engaging tools, such as video explanations, constructed response items, drag-and-drop activities, and real-world application tasks. These options ensure students can showcase their learning in diverse ways. Additionally, game-based learning opportunities like Reef Recess promote concept reinforcement through cooperative play, while the "Implementation Guide" and slideshow notes offer clear directions to help teachers facilitate these strategies effectively. These varied formats promote meaningful student engagement and deepen conceptual understanding across the curriculum.

## 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 | All criteria for guidance met. | 3/3 |
| 3.2d | All criteria for guidance met. | 2/2 |
| 3.2e | All criteria for guidance met. | 2/2 |
| — | **TOTAL** | 14/14 |

### 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 consistently include direct prompts and structured guidance to help educators activate students' prior knowledge and make meaningful connections to new content. Lesson plans often begin with suggested activities or guiding questions that anchor big ideas and encourage pattern recognition through visuals, models, and step-by-step representations.

Additionally, teacher guides and implementation resources offer explicit support, such as presenter notes, slideshows, and Explore sections that emphasize key mathematical relationships. These resources are designed to help educators highlight essential features and connect concepts across lessons using multiple formats, ensuring instructional coherence and conceptual clarity.

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

The grade 3 materials provide educators with clear, structured guidance for effective lesson delivery using a variety of instructional approaches. Resources include teacher guides with step-by-step instructions, pacing suggestions, differentiation strategies, and specific notations for grouping students, like partner, small-group, or whole-group. Lessons often incorporate hands-on activities, manipulatives, assessment worksheets, and flexible video presentations to support diverse learning styles.

Instructional strategies such as Think-Pair-Share, guided discussions, slideshow presentations, and interactive games like Think or Swim are embedded throughout the materials. The implementation guide further supports educators by detailing when and how to use each component, helping teachers adapt instruction to meet students' needs while ensuring smooth transitions and active engagement.

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

The grade 3 materials offer comprehensive, multi-tiered intervention methods that support various instructional structures, including whole-group, small-group, partner, and individual learning. Teachers are guided through differentiated strategies such as hands-on manipulatives, collaborative problem solving, and video-based learning. The platform's tools, like the Study Plan and Liftoff, enable targeted practice based on assessment data, allowing for individualized remediation or acceleration using a clear performance tracking system.

Educator guidance is embedded throughout the materials, including in the "Implementation Guide" and "Explore Teacher Guide," providing specific instructions on when and how to use each intervention method. "Suggested Activities" sections outline additional support for struggling learners, and digital tools offer flexible ways for students to review and master content through videos, independent practice, and teacher-selected problem sets.

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

The grade 3 materials include a variety of enrichment and extension methods designed to support different forms of student engagement, such as instructional videos aligned to next-grade concepts, real-world scenario questions, interactive worksheets, and class or online games. These activities are often found at the end of lessons and allow students to apply learning through team-based gameplay or independent practice, with options to customize content by standard or domain for more targeted extension.

Educator guidance is embedded in resources like the "Teacher Guide" and "Implementation Guide," offering instructions for effective facilitation of Enrichment activities. Teachers are supported through clear directions on when and how to use videos, feedback tools, and differentiated tasks for advanced learners, with sections like "Additional Activities for Intervention and Enrichment" providing structured options above grade level.

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

The grade 3 materials provide a range of supports to help educators deliver timely feedback during instruction. Lesson plans and implementation guides include step-by-step guidance, prompts for checking understanding, and notes identifying common misconceptions. Teachers are cued on when to ask guiding questions, distribute materials, and pause for student reflection, ensuring ongoing opportunities to assess and respond to learning needs as outlined in lesson plans and teacher notes in slideshow presentations.

Digital components also contribute to feedback by offering immediate responses through automated video explanations when students make errors, allowing them to revise and retry. Tools like progress reports and color-coded student rankings help educators monitor real-time performance and determine when additional support or reteaching is necessary, though the materials include limited guidance on providing personalized, teacher-led feedback.

## 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 | All criteria for guidance met. | 4/4 |
| 3.3b | This guidance is not applicable to the program. | N/A |
| 3.3c | All criteria for guidance met. | 1/1 |
| 3.3d | Materials do not include cross-linguistic connections in oral or written discourse. | 6/8 |
| 3.3e | This guidance is not applicable to the program. | N/A |
| — | **TOTAL** | 11/13 |

### 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 provide a range of linguistic support throughout the "Instructional Resources," including sentence stems that guide both written and oral mathematical language development. These stems range from basic to more advanced, allowing teachers to support students at varying stages of English proficiency. Features like text-to-speech, translation, and printable sentence starters are available for use in both instruction and assessment, helping ensure accessibility for English learners.

Educator guidance is embedded through implementation resources, the Help Center, and the scope and sequence, offering tips and examples for incorporating linguistic accommodations. The materials do consistently address three specific additional levels of English language proficiency as defined by the ELPS.

### 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.

Teachers are supported in locating and applying ELPS within lesson plans through clearly labeled "Language" sections in the "Standards" portion of lesson plans. These plans often reference cooperative strategies and explain how to embed language objectives into instruction. Although not always explicitly tied to timing within lessons, the integration of language standards and cooperative learning practices ensures consistent support for English learners.

The materials offer clear implementation guidance to support educators in effectively using them within state-approved bilingual and ESL programs. A prerecorded webinar, "Elevate Lessons for ELL Learners," demonstrates how to create a language-rich environment using tools like visuals, structured reading/writing, and engagement techniques.

### 3.3d – Materials include embedded guidance to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

The materials provide embedded guidance and structured opportunities for emergent bilingual students to develop academic vocabulary, build background knowledge, and increase comprehension through both oral and written discourse. Within the slideshows, students regularly engage in cooperative strategies such as Think-Pair-Share and partner work, where they use precise mathematical language to explain their thinking, evaluate strategies, and justify their solutions.

Written discourse is supported through constructed response questions in assessments and assignments centers, which require students to explain or justify problem-solving strategies. Visual and audio support in instructional videos further enhance vocabulary development and comprehension, while partner discussions and collaborative tasks promote oral and written discourse. There is limited embedded educator guidance to ensure students are making cross-linguistic connections in oral and written form.

### 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 | All criteria for guidance met. | 4/4 |
| — | **TOTAL** | 6/6 |

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

The grade 3 math materials offer multiple, embedded opportunities for students to demonstrate a deep understanding of the TEKS throughout each lesson and learning pathway. Lessons include scaffolded tasks that increase in complexity, such as using arrays, strip diagrams, number lines, and equations to solve multiplication and division problems. The materials reinforce conceptual understanding through the use of multiple representations. Teachers are supported with slide decks and accompanying student handouts, as well as Explain videos, Elaborate practice questions, and Evaluate SuperSheets that collectively promote Depth of Knowledge (DOK) across DOK Levels 1–4. Formative checks like Show What You Know and Assessment Spotlights are strategically placed throughout lessons to assess comprehension and guide instruction. Additionally, assignment and assessment builders allow educators to customize tasks by standard, rigor level, and frequency, ensuring that students have targeted, rigorous practice aligned to the TEKS.

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

The grade 3 math materials include grade-level appropriate tasks and scaffolded questions that build conceptual understanding and increase in complexity throughout each lesson. Instructional sequences support skill acquisition by introducing key concepts through structured handouts, videos, and real-world connections, followed by opportunities for students to apply knowledge using visual models and descriptive clues. Lessons progress through teacher-led slideshows, student handouts, Think-Pair-Share activities, and digital tasks, culminating in formative evaluations or tailored assignments. To meet the needs of diverse learners, the materials embed both intervention and enrichment support. Intervention resources include on- or below-grade-level videos and tools, while enrichment opportunities draw from above-grade-level content, including advanced TEKS-aligned videos, challenging practice questions, and

access to higher-grade assignments via Study Plans and Liftoff. These features provide flexible instructional pathways that allow educators to support, reinforce, and extend learning for all students.

## 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 | All criteria for guidance met. | 4/4 |
| — | **TOTAL** | 6/6 |

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

The grade 3 math materials demonstrate intentional instructional design coherence by connecting lessons in a logical sequence that builds conceptual understanding over time, or horizontal alignment. Each lesson includes a "Lesson Sequence Rationale" and an "Implementation" section that outlines what content is new versus a continuation from prior learning. Concepts such as multiplication and area are introduced using hands-on models like arrays and gradually increase in complexity, reinforcing understanding through scaffolded practice and TEKS-based strategies. "Teacher Explore Slideshows" and instructional videos provide multiple representations of concepts, while SuperSheets promote ongoing engagement with processing standards and mathematical communication.

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

The grade 3 math materials include a well-structured vertical alignment that connects prior knowledge to current and future grade-level concepts, supporting a coherent progression of learning. Each lesson begins with an "Engage" section that activates foundational understanding through review questions aligned to TEKS from previous grades. The materials also include clearly defined "Looking Back" and "Looking Ahead" sections that highlight how concepts build over time, helping teachers anticipate student needs and scaffold instruction effectively. Additionally, lessons incorporate videos and practice activities that reinforce prior skills and preview advanced content, promoting long-term conceptual development and readiness for future learning. Within each lesson, there are extension and enrichment opportunities.

### 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.

Progress Learning grade 3 math materials include a clearly defined "Lesson Sequence Rationale" within the scope and sequence, explaining how each lesson builds on prior knowledge to support concept development and future learning. Lessons begin by reinforcing foundational skills from previous grades,

using tools such as videos, questions, and review slideshows to activate prior knowledge before introducing new content. Vertical alignment is emphasized through "Looking Back" and "Looking Ahead" sections, helping educators connect concepts across grade levels and scaffold instruction appropriately. Enrichment activities and Extension videos also preview advanced concepts, promoting long-term readiness and deeper understanding.

## 4.3 Coherence and Variety of Practice

| GUIDANCE | SCORE SUMMARY | RAW SCORE |
|---|---|---|
| 4.3a | All criteria for guidance met. | 2/2 |
| 4.3b | All criteria for guidance met. | 2/2 |
| — | **TOTAL** | 4/4 |

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

The grade 3 math materials provide flexible tools for teachers to create customized assessments and assignments that incorporate previously taught concepts, supporting spiral review and targeted practice tailored to student needs. The materials offer multiple opportunities for spaced retrieval and reinforcement of prior knowledge through warm-ups, video explanations, and learning pathways that connect earlier skills, such as using arrays, number lines, and strip diagrams, to current grade-level TEKS. SuperSheets consistently use models, tables, and strips to deepen understanding of new concepts while also serving as a resource for review and independent practice. Additionally, resources like Bell Ringers, study plans, and assignments enable ongoing student demonstration of mastery both within and outside of lessons, promoting retention and conceptual growth.

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

The grade 3 math materials include interleaved practice opportunities that enable teachers to create customized assignments and assessments incorporating various problem types, fostering students' problem-solving skills and conceptual flexibility. Lessons integrate related operations, such as addition and subtraction or multiplication and division, introducing multiple strategies like arrays, strip diagrams, number lines, rounding, and standard algorithms to deepen understanding. SuperSheets and learning pathways provide consistent practice with previously learned concepts through diverse question types, videos, and warm-up activities, supporting spaced retrieval and reinforcement. Additional resources, such as Bell Ringers, study plans, and independent assignments, further allow students to demonstrate mastery and promote ongoing skill development throughout the year.

# 5. Balance of Conceptual and Procedural Understanding

Materials are designed to balance conceptual understanding, procedural skills, and fluency.

## 5.1 Development of Conceptual Understanding

| GUIDANCE | SCORE SUMMARY | RAW SCORE |
|---|---|---|
| 5.1a | All criteria for guidance met. | 3/3 |
| 5.1b | All criteria for guidance met. | 2/2 |
| 5.1c | All criteria for guidance met. | 1/1 |
| — | **TOTAL** | 6/6 |

### 5.1a – Questions and tasks provide opportunities for students to interpret, analyze, and evaluate models and representations for mathematical concepts and situations.

The grade 3 math materials provide intentional opportunities for students to interpret, analyze, and evaluate mathematical models and representations across lessons, videos, assessments, and supplemental resources. Lesson plans and slideshows include real-world tasks, such as comparing fractions using visual models and solving word problems with strip diagrams, which encourage deep conceptual understanding. Instructional videos and SuperSheets further reinforce these skills through guided questions and independent problem-solving activities. Additionally, the Assessment Builder includes TEKS-aligned questions requiring students to analyze models, such as ordering decimals on number lines and identifying attributes of 3D shapes, supporting comprehensive development of mathematical reasoning.

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

The grade 3 math materials provide varied opportunities for students to create concrete models and pictorial representations to support their understanding of mathematical concepts. Students engage in hands-on activities such as using base 10 blocks to represent place value, drawing and shading fraction models, constructing fraction models, and creating visual representations like strip diagrams, arrays, and number lines. Interactive tasks include drag-and-drop activities, building tables, and drawing geometric figures to organize data and apply reasoning skills. These diverse approaches help students concretely visualize abstract concepts and develop deeper mathematical understanding.

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

The grade 3 math materials provide multiple opportunities for students to apply their conceptual understanding to new and real-world problem situations. Lessons, instructional videos, and practice tasks engage students in solving meaningful problems involving money, elapsed time, place value, and area. Resources like SuperSheets and Liftoff Study Plans further support application by presenting

financial literacy scenarios and time-based tasks that encourage students to transfer their learning to authentic contexts. These materials consistently connect mathematical concepts to practical situations and multiple contexts.

## 5.2 Development of Fluency

| GUIDANCE | SCORE SUMMARY | RAW SCORE |
|---|---|---|
| 5.2a | All criteria for guidance met. | 2/2 |
| 5.2b | All criteria for guidance met. | 3/3 |
| 5.2c | All criteria for guidance met. | 3/3 |
| 5.2d | All criteria for guidance met. | 1/1 |
| — | **TOTAL** | 9/9 |

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

The grade 3 materials include a variety of tasks and resources aimed at building student automaticity and fluency for grade-level math skills. These include pre-made and printable worksheets targeting multiplication and division facts, interactive activities like the Think or Swim classroom game, and digital platforms such as Study Plan and Liftoff that offer practice with immediate feedback, video explanations, and peer competition to reinforce learning.

Instructional presentations and implementation guides provide structured progression through multiple strategies, such as arrays, number lines, and skip-counting, to solve problems, followed by practice opportunities that support fluency development. Teachers also have access to detailed student data through reports, enabling targeted support to improve automaticity and mastery.

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

The grade 3 materials provide students with structured opportunities to practice efficient, flexible, and accurate mathematical procedures through a concrete-to-representational- to-abstract progression. Lessons incorporate visual aids, manipulatives, and models like arrays and fraction models, gradually moving toward standard algorithms and word problems, allowing students to explore multiple strategies and develop procedural fluency. Teacher prompts within the lesson plans encourage discussion around problem-solving approaches, while digital tools and games offer immediate feedback and scaffolded practice, supporting both independent and collaborative learning.

Students can select from various methods, such as strip diagrams, number lines, or multiplication and division strategies, to solve problems, fostering flexibility and choice in their learning pathways. Resources like SuperSheets further support this by allowing practice focused on particular concepts, ensuring students apply mathematical procedures accurately across different contexts and problem types.

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

The grade 3 materials provide multiple opportunities for students to evaluate mathematical representations, models, strategies, and solutions with a focus on efficiency, flexibility, and accuracy. Lesson plans and slideshows incorporate guiding questions that prompt students to analyze relationships among operations, compare strategies, and justify their reasoning, fostering deeper conceptual understanding. Collaborative activities like Think-Pair-Share and partner discussions encourage critical evaluation of mathematical statements and solutions, supporting communication and reflective thinking.

Digital tools and resources such as SuperSheets offer varied problem types, like ordering and comparing using tables and comparison boxes, that require students to assess and apply different mathematical approaches. End-of-lesson problems and extended thinking questions provide structured opportunities for students to independently or collaboratively evaluate and refine their mathematical understanding throughout learning pathways.

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

Instructional videos and teacher-led slideshows demonstrate these strategies step-by-step, encouraging students to compare methods and choose the one that best fits the problem. Collaborative activities like Think-Pair-Share and classroom discussions support students in communicating their reasoning and evaluating the efficiency and flexibility of different approaches throughout the lessons.

## 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 grade 3 materials clearly explain how both the conceptual and procedural emphases of the TEKS are addressed. Lesson plans begin with concrete models to build conceptual understanding before progressing to abstract strategies and algorithms. Examples include using tiles to explore area, arrays to understand multiplication, and fraction bars to build understanding of equivalency.

Procedural fluency is developed through guided steps in teacher slideshows, partner strategy discussions, and structured tasks that follow conceptual exploration. The materials include a lesson sequence rationale and scope and sequence that outline how students transition from foundational concepts to efficient problem-solving strategies, with clear connections between models, academic vocabulary, and standard algorithms.

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

The grade 3 materials offer consistent opportunities for students to engage with concrete models, pictorial representations, and abstract reasoning, aligning with the TEKS progression. Within the lesson plans, students work with manipulatives such as place-value blocks, fraction strips, play money, and tiles before transitioning to visual models and abstract problem-solving tasks. This approach is reinforced in lessons, videos, teacher slideshows, and tools like SuperSheets, which guide students through the full continuum of understanding.

Tasks and questions are embedded throughout videos and slideshows to ensure students move fluidly from hands-on exploration to symbolic representation. Activities like creating arrays, comparing numbers, practicing perimeter, and using real-world tools deepen conceptual understanding while preparing students for abstract application.

## 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.

The grade 3 materials provide strong support for students to connect, create, define, and explain mathematical concepts as they move from concrete and pictorial models to abstract representations, in alignment with TEKS requirements. These supports include guiding questions, peer discussions, collaborative tasks, and structured lesson components such as slideshows and videos that model these connections explicitly.

Within the lesson plan, students engage with hands-on tools like play money and arrays, use teacher handouts to develop pictorial models, and participate in interactive activities like classroom games that reinforce the transition to abstract problem solving.

## 5.4 Development of Academic Mathematical Language

| GUIDANCE | SCORE SUMMARY | RAW SCORE |
|---|---|---|
| 5.4a | All criteria for guidance met. | 1/1 |
| 5.4b | All criteria for guidance met. | 2/2 |
| 5.4c | All criteria for guidance met. | 1/1 |
| 5.4d | All criteria for guidance met. | 2/2 |
| 5.4e | All criteria for guidance met. | 2/2 |
| — | **TOTAL** | 8/8 |

### 5.4a – Materials provide opportunities for students to develop academic mathematical language using visuals, manipulatives, or other language development strategies.

The materials provide consistent opportunities for students to develop academic mathematical language through the use of visuals, manipulatives, and other language development strategies. Within the lesson plans, students engage with base 10 blocks, place-value charts, arrays, fraction models, geometric shapes, and real-world objects like gift boxes to connect mathematical vocabulary to concrete visuals.

Instructional videos and teacher slideshows support vocabulary growth by combining visual, auditory, and kinesthetic elements, such as modeling, guided definitions, and interactive note-taking. These strategies reinforce understanding of terms like *dividend, divisor, quotient,* and *area,* helping students articulate their mathematical thinking clearly.

### 5.4b – Materials include embedded educator guidance to scaffold, support, and extend students' use of academic mathematical vocabulary in context when communicating with peers and educators.

The materials include embedded educator guidance to scaffold, support, and extend students' use of academic mathematical vocabulary. The product includes sentence stems and vocabulary lists that support educators' building academic vocabulary when communicating with peers and educators.

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

The materials provide embedded guidance that supports students in applying appropriate mathematical language and academic vocabulary during discourse. This includes teacher guides within the Teacher Slideshow with targeted questions that prompt students to explain concepts like equivalent fractions using precise language, as well as scripted Think-Pair-Share activities and Bell Ringers designed to activate prior knowledge and encourage vocabulary use.

Sentence stems and slideshow prompts help scaffold student communication by modeling academic language and fostering structured discussions. Teacher guidance within the lesson plan "Explain" section

also includes real-time questioning strategies during tasks, encouraging students to articulate reasoning clearly and use correct terminology in context.

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

The materials embed guidance to facilitate rich mathematical conversations through structured strategies like Think-Pair-Share within the lesson plans, providing students with multiple opportunities to hear, practice, and refine academic math language with peers. Teacher guides include question prompts and sentence stems that support collaborative discussions, helping students articulate their reasoning clearly and deepen their understanding.

Lesson plans incorporate peer sharing both in pairs and whole-class settings, supported by precise vocabulary use in slideshows and handouts. This scaffolding encourages ongoing development of mathematical discourse skills and ensures students can confidently communicate their thinking using appropriate terminology.

### 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 include embedded guidance to anticipate a variety of student answers, including exemplar responses to questions and tasks; for example, student handouts included in each lesson plan include answer keys that detail anticipated responses and exemplar responses, allowing educators to gauge student understanding against clear benchmarks.

The materials include embedded guidance to support inaccurate student responses. The "Teacher Guide" embedded within each lesson plan explicitly identifies common misconceptions or potential inaccurate thinking that may occur. The direct anticipation of student responses serves as a form of guidance for educators to inform their support and redirection strategies during lesson delivery.

## 5.5 Process Standards Connection

| GUIDANCE | SCORE SUMMARY | RAW SCORE |
|---|---|---|
| 5.5a | All criteria for guidance met. | 1/1 |
| 5.5b | All criteria for guidance met. | 2/2 |
| 5.5c | All criteria for guidance met. | 1/1 |
| — | **TOTAL** | 4/4 |

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

The materials effectively integrate the TEKS process standards by engaging students in problem-solving that involves multiple strategies and representations, such as symbols, diagrams, graphs, and mathematical language. Lesson plans and technology-enhanced item assessments emphasize communication of mathematical reasoning, justification of solutions, and application of concepts to real-world contexts, supporting critical thinking and connections across concepts.

Teacher lesson plans provide targeted questions to prompt students' explanation of their strategies and reasoning, while the Assessment Builder offers multipart questions that foster problem-solving and mathematical communication. This alignment ensures students develop both content knowledge and key process skills throughout instruction.

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

The materials include clear descriptions and guides that explain how the TEKS process standards are incorporated and connected throughout the learning pathways. The scope and sequence identifies where each process standard is reflected in each lesson.

The 3rd–5th Grade Math Implementation Guide details how lessons build on one another to develop students' problem-solving, reasoning, and mathematical communication skills over time. It provides explicit connections to specific process standards, offering teachers step-by-step instructions on integrating these standards through real-world problems, multiple representations, and guided discussions.

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

Each lesson within the lesson plans includes a clear overview of the TEKS process standards, typically listed at the beginning of the lesson plan and detailed within the "Implementation" section.

Materials also provide a scope and sequence chart or table that outlines which process standards are incorporated across lessons, making it easy for instructors to track their integration.

# 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 | All criteria for guidance met. | 3/3 |
| 6.1b | All criteria for guidance met. | 3/3 |
| 6.1c | All criteria for guidance met. | 3/3 |
| — | **TOTAL** | 9/9 |

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

The grade 3 materials support mathematical thinking, problem-solving perseverance, and conceptual understanding through embedded guiding questions and structured activities. Lesson plans encourage students to estimate, use number lines, analyze place value, and work with various representations, such as strip diagrams and equations. Questions like "Why is it important to estimate?" and "Which multiplication strategy do you prefer?" promote critical thinking and reflection on mathematical relationships.

In addition to lesson-based guidance, the Liftoff Adaptive Intervention platform offers immediate, targeted feedback through videos when students select incorrect answers. These videos use visual models, manipulatives, and clear explanations to address misconceptions and deepen understanding. This scaffolded support encourages students to persist through challenges and make sense of mathematics independently.

### 6.1b – Materials support students in understanding, explaining, and justifying that there can be multiple ways to solve problems and complete tasks.

The grade 3 materials support student understanding that problems can be solved in multiple ways by offering diverse strategies, such as arrays, strip diagrams, manipulatives, number lines, repeated addition, estimation, and standard algorithms. Lesson plans include activities like SuperSheets, videos, and guided practice that present varied approaches to concepts like area and equivalent fractions, helping students build conceptual flexibility and confidence in selecting methods that work best for them.

Students are also encouraged to explain and justify their reasoning through structured mathematical discourse, including Think-Pair-Share, partner discussions, and teacher-guided reflections. While some video components lack built-in justification opportunities, the slideshows prompt teachers to supplement with tasks that require students to articulate their thinking, compare strategies, and highlight the benefits of different approaches, which foster a deeper understanding of mathematical problem solving.

## 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 grade 3 materials are designed to help students make sense of mathematics through frequent opportunities to collaborate, discuss, and engage in hands-on problem solving with peers and educators. Lesson plans incorporate structured discourse strategies such as Think-Pair-Share, partner tasks, and whole-group discussions, with guiding questions that prompt students to explain their thinking and share strategies aloud within the teacher slideshow. While within the assessments and assignments, teachers can create constructed-response tasks that support independent written reasoning, most peer interaction is verbal rather than written.

Classroom games like Think or Swim further promote active participation and teamwork, allowing students to review and solve problems collaboratively in an engaging format. These activities encourage students to communicate mathematical ideas, justify answers, and reinforce their understanding through peer dialogue and teacher facilitation, although they do not include structured opportunities for students to write about their thinking during gameplay.

## 6.2 Facilitating Productive Struggle

| GUIDANCE | SCORE SUMMARY | RAW SCORE |
|---|---|---|
| 6.2a | All criteria for guidance met. | 6/6 |
| 6.2b | All criteria for guidance met. | 4/4 |
| — | **TOTAL** | 10/10 |

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

The grade 3 materials provide strong support for educators in guiding students to share and reflect on their problem-solving strategies through embedded questioning, partner tasks, and structured discussions. Lesson plans frequently include guiding questions such as "Why is it important to estimate before solving a problem?" and "Which strategy do you prefer and why?" These prompts encourage students to justify their reasoning, compare approaches, and articulate their mathematical thinking both independently and collaboratively.

Educators are supported with clear teacher guidance in the teacher slideshows and lesson plans, including instructions for Think-Pair-Share, prompts for peer comparison, and opportunities to explain strategies during partner or whole-group discussion. Visual aids and optional review points further help students explain why certain methods work and why others may not. This promotes deeper understanding and the development of mathematical arguments.

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

The grade 3 materials provide explanatory feedback through multiple features, including immediate video responses on the digital platform when students answer incorrectly and re-attempt opportunities to reinforce learning. Lesson plans and teacher guides include prompts and rationales, such as in the SuperSheets answer key rationales, that help educators identify likely misconceptions and tailor their feedback accordingly.

Educators are supported with embedded guidance on addressing common misunderstandings such as confusing place values or misapplying keywords in word problems. Slideshows include suggestions for addressing student thinking, such as validating different visual representations or recommending manipulatives to clarify abstract concepts; this helps teachers provide meaningful, corrective feedback aligned to student needs.