IMRA Instructional Materials Review and Approval

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Supplemental Mathematics K–12 Quality Rubric

Awaiting approval by the State Board of Education

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Implementation Quality

1. Intentional Instructional Design

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

1.1 Course-Level Design

	K–5	Proposed Final K–5	6-12	Proposed Final 6–12	Rationale
1.1a	Materials include ~~a comprehensive mapping framework~~an alignment guide outlining the TEKS, ELPS, concepts covered~~, and knowledge taught in the materials~~, with ~~including~~a rationale for learning paths across grade levels (vertical alignment)~~mathematical standards across grade bands (vertical alignment)~~ and~~-~~ within the same grade level (horizontal alignment) as structured in the materials. ~~across mathematical concepts (horizontal alignment)~~.	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.	Materials include ~~a comprehensive mapping framework~~an alignment guide outlining the TEKS, ELPS, concepts covered~~, and knowledge taught in the materials~~, with~~-~~ ~~including~~a rationale for learning paths across grade levels (vertical alignment)~~mathematical standards across grade bands (vertical alignment)~~ and~~-~~ within the same grade level (horizontal alignment) as structured in the materials. ~~across mathematical concepts (horizontal alignment)~~.	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 working group determined that "knowledge" is redundant, as it is already covered in the TEKS. They also found the term "comprehensive alignment framework" too vague, noting that the indicator guidance adequately conveys what is considered "comprehensive." They viewed "mapping" as overly linear, preferring "alignment" to capture the differentiated learning pathways with both vertical and horizontal integration. Parenthetical information was incorporated directly into the indicator guidance, and language from 1.1e, deemed redundant, was combined with 1.1a to clarify that the intended vertical and horizontal alignment pertains to the learning pathways within the materials.

1.1b	Materials include an ~~suggested~~ implementation guide with usage recommendations and ~~that provides~~ strategies for effective educator use ~~in various contexts~~, such as ~~(~~e.g., just-in-time support, advanced learning, or as a course~~)~~.	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.	Materials include an ~~suggested~~ implementation guide with usage recommendations and ~~that provides~~ strategies for effective educator use ~~in various contexts~~, such as ~~(~~e.g., just-in-time support, advanced learning, or as a course~~)~~.	Materials include an implementation guide with usage recommendations and strategies for effective educator use, such as just-in-time supports, advanced learning, or as a course.	The working group determined that the phrase "various contexts" was wordy. By removing the phrase "suggested," the guidance is more direct about what the implementation guide should include. The phrase "usage recommendations" was added because supplemental materials often recommend various classroom schedules and student, and teacher use in terms of minutes, lessons, and pathways to get intended results.
1.1c	~~Materials include comprehensive reporting category overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in each lesson~~.	Delete 1.1c	~~Materials include comprehensive reporting category overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in each lesson.~~	Delete 1.1c	The working group determined that this indicator guidance was similar in framing to 1.1a. With the revisions to 1.1a, the rubric language in 1.1c is redundant. Additionally, the working groups stated that this indicator guidance has implications for tier-1 instruction and is not as critical for supplemental math products. Supplemental math materials are less about the organization of units and lessons and more about personalizing learning dependent on the results of the diagnostic assessment.

1.1d	~~Materials offer~~Materials include a TEKS correlation guide~~a standards and reporting category correlation guide that provides guidance to support alignment with Tier 1 instructional materials and includes~~ with recommended skill entry points based on diagnostic assessment results.	Materials include a TEKS correlation guide with recommended skill entry points based on diagnostic assessment results.	~~Materials offer~~Materials include a TEKS correlation guide~~a standards and reporting category correlation guide that provides guidance to support alignment with Tier 1 instructional materials and includes~~ with recommended skill entry points based on diagnostic assessment results.	Materials include a TEKS correlation guide with recommended skill entry points based on diagnostic assessment results.	Stakeholder focus groups raised concerns regarding standards and reporting categories. The working group recommended replacing this phrase with "TEKS correlation guide," which more clearly requests that publishers provide TEKS alignment to various skill entry points based on diagnostic assessment results. Additionally, "Alignment with Tier-1 instructional materials" was deemed redundant, as grade-level TEKS coverage inherently aligns with Tier-1 standards.
1.1e	~~Materials include a rationale for the learning sequence and explain how concepts to be learned connect across grade bands (vertical alignment) and within the same grade level across concepts (horizontal alignment).~~	Delete and combine with 1.1a	~~Materials include a rationale for the learning sequence and explain how concepts to be learned connect across grade bands (vertical alignment) and within the same grade level across concepts (horizontal alignment).~~	Delete and combine with 1.1a	The previous language in 1.1a was implying a similar expectation of demonstrating similar vertical and horizontal alignment. The focus of horizontal and vertical alignment in 1.1a should be about the design of the materials as stated in 1.1e.

1.1f	Materials include protocols with corresponding guidance for unit or lesson ~~and/or activity~~ internalization.	Materials include protocols with corresponding guidance for unit and lesson internalization.	Materials include protocols with corresponding guidance for unit or lesson ~~and/or activity~~ internalization.	Materials include protocols with corresponding guidance for unit and lesson internalization.	The working group agreed with recommendations from the IMRA 2024 rubric revisions working group. The recommendation is to emphasize the importance of having protocols for lesson internalization—guidance is not enough. By adding "with corresponding guidance for unit or lesson internalization," clarifies the expectation that any sort of templates provided requires guidance on the usage of the protocol.
1.1g	Materials include ~~various~~ resources and guidance for instructional leaders to support educators~~, administrators, and instructional coaches in~~ with implementing the materials as designed.	Materials include resources and guidance for instructional leaders to support educators with implementing the materials as designed.	Materials include ~~various~~ resources and guidance for instructional leaders to support educators~~, administrators, and instructional coaches in~~ with implementing the materials as designed.	Materials include resources and guidance for instructional leaders to support educators with implementing the materials as designed.	The discussion resulted in the recommendation that instructional leaders encompass a variety of individuals who support implementation. The inclusion of "to support teachers" was intended to underline the supportive role for classroom implementation since report evidence from the IMRA 2024 review sometimes included solely administrative or technical support for implementation. The word "various" was determined to be redundant since "resources" is plural.

1.2 Lesson-Level Design

	K–5	Proposed Final K–5	6-12	Proposed Final 6–12	Rationale
1.2a	If designed to be ~~S~~static, materials include ~~comprehensive, structured,~~ detailed lesson plans ~~that include~~ with learning objectives, ~~questions, tasks or activities, materials lists~~teacher and student materials, lesson components with suggested timeframes, and assessment resources aligned to with the TEKS and ELPS. ~~required to meet the content and language standards of the lesson.~~	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.	If designed to be ~~S~~static, materials include ~~comprehensive, structured,~~ detailed lesson plans ~~that include~~ with learning objectives, ~~questions, tasks or activities, materials lists~~teacher and student materials, lesson components with suggested timeframes, and assessment resources aligned to with the TEKS and ELPS. ~~required to meet the content and language standards of the lesson.~~	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 feedback from working groups indicated that content standards should be aligned with the TEKS and language standards with the ELPS. To streamline the number of indicator guidances, the working groups recommended combining rubric language from other guidances and have the indicator language read as "If designed," similar to 3.3d.
~~1.2ai~~ 1.2b	If designed to be ~~A~~adaptive, materials ~~are responsive and~~ include detailed ~~instructional~~ lesson overviews ~~for educators that list the~~learning objectives, lesson components with suggested ~~questions, tasks, or activities, and assessment~~timeframes, assessment resources ~~component(s) that meet the content and language standards of the lesson or activity~~aligned with the TEKS and ELPS.	If designed to be adaptive, materials include responsive learning objectives, lesson components with suggested timeframes, and assessment resources aligned with the TEKS and ELPS.	If designed to be ~~A~~adaptive, materials ~~are responsive and~~ include detailed ~~instructional~~ lesson overviews ~~for educators that list the~~learning objectives, lesson components with suggested ~~questions, tasks, or activities, and assessment~~timeframes, assessment resources ~~component(s) that meet the content and language standards of the lesson or activity~~aligned with the TEKS and ELPS.	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.	The feedback from working groups indicated that content standards should be aligned with the TEKS and language standards with the ELPS. To streamline the number of indicator guidances, the working groups recommended combining rubric language from other guidances and have the indicator language read as "If designed," similar to 3.3d.

~~1.2b~~ 1.2c	~~Materials include a lesson overview outlining the suggested timing for each lesson and lesson component.~~	Delete 1.2b	~~Materials include a lesson overview outlining the suggested timing for each lesson and lesson component.~~	Delete 1.2b	It was recommended that the guidance of 1.2b be embedded within the guidance of 1.2a. To eliminate redundancy, this indicator guidance would be deleted.
1.2d ~~c~~	~~Materials include a lesson overview listing the educator and student materials necessary to effectively deliver the lesson and address student misconceptions.~~	Delete 1.2c	~~Materials include a lesson overview listing the educator and student materials necessary to effectively deliver the lesson and address student misconceptions.~~	Delete 1.2c	The working group identified that lesson overviews are only one component of instructional materials that could contain student misconceptions and that student misconceptions could be found within lessons. Misconceptions also appear in 6.2b, and the language in 1.2c would be redundant. Student and educator materials are typically found in a lesson plan, and as such, the indicator guidance on materials can be combined with 1.2a.
1.2e ~~d~~	Materials contain support for families in ~~both~~ Spanish and English for each ~~lesson~~unit~~,~~ with suggestions on ~~how to support~~ supporting the progress of their student(s).	Materials contain support for families in Spanish and English for each unit, with suggestions on supporting the progress of their student(s).	Materials contain support for families in ~~both~~ Spanish and English for each ~~lesson~~unit~~,~~ with suggestions on ~~how to support~~ supporting the progress of their student(s).	Materials contain support for families in Spanish and English for each unit, with suggestions on supporting the progress of their student(s).	The working group determined that asking for family support at the lesson level would be a large ask for publishers and that it would make better sense for these resources to be available at the unit level. "Both" and "how to support" were revised to improve the clarity of the indicator guidance.

2. Progress Monitoring

Materials support educators in effective implementation through frequent, strategic opportunities to monitor and respond to student progress.

2.1 Instructional Assessments

	K–5	Proposed Final K–5	6-12	Proposed Final 6–12	Rationale
2.1a	Materials include the definition and intended purpose for the types of instructional assessments ~~included~~.	Materials include the definition and intended purpose for the types of instructional assessments.	Materials include the definition and intended purpose for the types of instructional assessments ~~included~~.	Materials include the definition and intended purpose for the types of instructional assessments.	The working group identified redundant language with the use of the word "include" twice in the guidance.
2.1b	Materials include guidance to ensure consistent and accurate administration of instructional assessments.	Materials include guidance to ensure consistent and accurate administration of instructional assessments.	Materials include guidance to ensure consistent and accurate administration of instructional assessments.	Materials include guidance to ensure consistent and accurate administration of instructional assessments.	No changes proposed.
2.1c	Digital assessments include printable versions ~~copies~~ and ~~customizable~~ accommodations~~.~~, including~~(such as~~ text-to-speech, content and language supports, and calculators~~)~~ that educators can enable or disable to support individual students. ~~with individualized education programs (IEPs), 504 plans, language proficiency assessment committees (LPACs), or district-based intervention plans.~~	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.	Digital assessments include printable versions ~~copies~~ and ~~customizable~~ accommodations~~.~~, including~~(such as~~ text-to-speech, content and language supports, and calculators~~)~~ that educators can enable or disable to support individual students. ~~with individualized education programs (IEPs), 504 plans, language proficiency assessment committees (LPACs), or district-based intervention plans.~~	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 working and focus group feedback indicated that "customizable accommodations" may imply flexibility in accommodations that specific committees determine. Additionally, the working groups felt that the language of including the different types of decision-making committees was limiting, particularly for students who may not yet be identified by the listed programs/committees.

2.1d	Materials include diagnostic assessments with ~~varying~~ TEKS-aligned ~~types of~~ tasks ~~and~~ or questions, including interactive item types with varying complexity levels. ~~in digital assessment materials where applicable.~~	Materials include diagnostic assessments with TEKS-aligned tasks or questions, including interactive item types with varying complexity levels.	Materials include diagnostic assessments with ~~varying~~ TEKS-aligned ~~types of~~ tasks ~~and~~ or questions, including interactive item types with varying complexity levels. ~~in digital assessment materials where applicable.~~	Materials include diagnostic assessments with TEKS-aligned tasks or questions, including interactive item types with varying complexity levels.	The working group expressed that paper and digital assessments should include interactive item types. The indicator guidance was revised to include TEKS-aligned tasks or questions. Also, "and" was replaced with "or" to allow for more flexibility with the types of diagnostic assessments that could be available. The working groups also came to consensus on combining the rubric language of 2.1d and 2.1e and deleting 2.1e.
2.1e	~~Diagnostic assessments are aligned to the TEKS and reporting categories and include assessment items at varying complexity levels.~~	Delete 2.1e	~~Diagnostic assessments are aligned to the TEKS and reporting categories and include assessment items at varying complexity levels.~~	Delete 2.1e	The working groups agreed to combine the rubric language of 2.1d and 2.1e and delete 2.1e.
2.1f	Materials include a variety of formative ~~instructional~~ assessments with TEKS-aligned~~varyingtypesof~~ tasks and questions, including interactive item types with varying complexity levels. ~~in digital assessment materials where applicable.~~	Materials include a variety of formative assessments with TEKS-aligned tasks or questions, including interactive item types with varying complexity levels.	Materials include a variety of formative ~~instructional~~ assessments with TEKS-aligned~~varyingtypesof~~ tasks and questions, including interactive item types with varying complexity levels. ~~in digital assessment materials where applicable.~~	Materials include a variety of formative assessments with TEKS-aligned tasks or questions, including interactive item types with varying complexity levels.	The working group consensus was that "instructional" was unnecessary. Additionally, the working groups stated that print and digital assessments should include interactive item types, as evidenced by print and digital STAAR mathematics assessments. There was consensus that 2.1f and 2.1g rubric language could be combined and 2.1g deleted.

2.1g	~~Formative assessments are aligned to the TEKS, and lesson or activity objectives and include assessment items at varying complexity levels.~~	Delete 2.1g	~~Formative assessments are aligned to the TEKS, and lesson or activity objectives and include assessment items at varying complexity levels.~~	Delete 2.1g	There was consensus that 2.1f and 2.1g rubric language could be combined and 2.1g deleted.

2.2 Data Analysis and Progress Monitoring

	K–5	Proposed Final K–5	6-12	Proposed Final 6–12	Rationale
2.2a	Instructional assessments include~~and~~ scoring information ~~provide~~ and guidance for interpreting ~~and responding to~~ student performance, including rationale for each correct and incorrect response.	Instructional assessments include scoring information and guidance for interpreting student performance, including rationale for each correct and incorrect response.	Instructional assessments include~~and~~ scoring information ~~provide~~ and guidance for interpreting ~~and responding to~~ student performance, including rationale for each correct and incorrect response.	Instructional assessments include scoring information and guidance for interpreting student performance, including rationale for each correct and incorrect response.	Based on feedback from 2024 revisions working groups, the supplemental math working groups agreed that 2.2a should focus on interpreting student performance and 2.2b should focus on responding to student performance.
2.2b	Materials provide guidance for the use of~~using~~ included tasks and activities to respond to student trends in performance ~~trends~~ on assessments.	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	Materials provide guidance for the use of~~using~~ included tasks and activities to respond to student trends in performance ~~trends~~ on assessments.	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	Based on feedback from 2024 revisions working groups, the supplemental math working groups agreed that 2.2a should focus on interpreting student performance and 2.2b should focus on responding to student performance.

2.2c	Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth.	Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth.	Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth.	Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth.	IMRA 2024 revisions working group indicated that publishers often responded that they had a tracking chart in their appeals. Still, it was only teacher-facing material and included publisher rationales that could be used for students. Delineating tools for teachers and tools for students would help clarify.
2.2d	If designed to be sStatic, materials provide prompts and guidance to help support educators conduct frequent and timely checks for understanding at key points throughout each lesson or activity.	If designed to be static, materials provide prompts and guidance to support educators conduct frequent checks for understanding at key points throughout each lesson of activity.	If designed to be sStatic, materials provide prompts and guidance to help support educators conduct frequent and timely checks for understanding at key points throughout each lesson or activity.	If designed to be static, materials provide prompts and guidance to support educators conduct frequent checks for understanding at key points throughout each lesson of activity.	Working groups indicated that "timely" is vague and redundant to "frequent."
2.2di	If designed to be aAdaptive, materials provide frequent and timely checks for understanding at key points throughout each lesson or activity.	If designed to be adaptive, materials provide frequent checks for understanding at key points throughout each lesson or activity.	If designed to be aAdaptive, materials provide frequent and timely checks for understanding at key points throughout each lesson or activity.	If designed to be adaptive, materials provide frequent checks for understanding at key points throughout each lesson or activity.	Working groups indicated that "timely" is vague and redundant to "frequent."

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

	K–5	Proposed Final K–5	6-12	Proposed Final 6–12	Rationale
3.1a	Materials include explicit educator guidance for ~~explicit activities and~~ lessons or activities scaffolded for students who have not yet reached proficiency in ~~foundational and~~prerequisite or grade-level ~~mathematical~~ concepts and skills.	Materials include explicit educator guidance for lessons or activities scaffolded for students who have no yet reached proficiency in prerequisite or grade-level concepts and skills.	Materials include explicit educator guidance for ~~explicit activities and~~ lessons or activities scaffolded for students who have not yet reached proficiency in grade-level ~~mathematical~~ concepts and skills.	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.	Working groups indicated that educator guidance should be explicit by including exemplar scripts for teaching concepts with research-based practices. “Activities and lessons” were replaced with “lessons or activities.” Working groups indicated that lessons and activities could be synonymous with supplemental materials—working groups aligned on the language prerequisite instead of foundational.
3.1b	Materials include explicit educator guidance for language supports, including ~~explicit~~ pre-teaching and ~~explicit~~ embedded supports for developing academic vocabulary and unfamiliar references in text. ~~such as figurative language, idioms, and academic language.~~	Materials include explicit educator guidance for language supports, including pre-teaching and embedded supports for developing academic vocabulary and unfamiliar references in text.	Materials include explicit educator guidance for language supports, including ~~explicit~~ pre-teaching and ~~explicit~~ embedded supports for developing academic vocabulary and unfamiliar references in text. ~~such as figurative language, idioms, and academic language.~~	Materials include explicit educator guidance for language supports, including pre-teaching and embedded supports for developing academic vocabulary and unfamiliar references in text.	Working groups expressed that the placement of the word "explicit" felt redundant and did not fit in the previous rubric language. They expressed that "explicit" should be connected to educator guidance. Working groups expressed that the examples of unfamiliar references caused confusion among review team members.

3.1c	~~Materials provide~~Materials include explicit educator guidance for enrichment and extension activities for students who have demonstrated proficiency in grade-level ~~or~~ and above grade-level content and skills~~, including the above-grade level TEKS where academically appropriate.~~	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.	~~Materials provide~~Materials include explicit educator guidance for enrichment and extension activities for students who have demonstrated proficiency in grade-level ~~or~~ and above grade-level content and skills~~, including the above-grade level TEKS where academically appropriate.~~	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.	Working groups indicated that providing guidance to teachers on supporting students performing above grade level is a great inclusion because rather than "busy work," students will apply grade-level skills towards higher-level skills. Working groups agreed that guidance should be explicit for enrichment and extensions, just as it is for intervention. The phrase "including the above grade level TEKS where academically appropriate" was ambiguous. The "or" in the earlier part of the guidance would mean that a publisher would not need to include above-grade level enrichment and extensions.
3.1d	Digital materials include accommodations, including text-to-speech, content and language supports, and calculators ~~in digital products)~~ that educators can enable or disable to support individual students~~ with individualized education programs (IEPs), 504 plans, language proficiency assessment committees (LPACs), or intervention plans.~~	Digital materials include accommodations, including text-to-speech, content and language supports, and calculators that educators can enable or disable to support individual students.	Digital materials include accommodations, including text-to-speech, content and language supports, and calculators ~~in digital products)~~ that educators can enable or disable to support individual students~~ with individualized education programs (IEPs), 504 plans, language proficiency assessment committees (LPACs), or intervention plans.~~	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 parenthetical information was not intended to be a list of possible examples but rather required accommodations; therefore, "such as" was replaced with "including." Additionally, the working groups felt that the language of including the different types of decision-making committees was limiting, particularly for students who may not yet be identified by the listed programs/committees.

3.1e	~~Materials provide~~Materials include educator guidance on offering ~~in providing~~ options and supports for students to demonstrate understanding ~~learning~~ of mathematical concepts in ~~a variety of~~ various ways, such as ~~(e.g.~~ perform, express, and represent~~, etc.)~~.	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.	~~Materials provide~~Materials include educator guidance on offering ~~in providing~~ options and supports for students to demonstrate understanding ~~learning~~ of mathematical concepts ~~in a variety of~~ in various ways, such as ~~(e.g.~~ perform, express, and represent~~, etc.)~~.	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 recommended revisions are to increase the clarity of the indicator guidance and remove grammatical and syntax errors. Parenthetical information is embedded within the indicator guidance using the phrase “such as.”

3.2 Instructional Methods

	K–5	Proposed Final K–5	6–12	Proposed Final 6–12	Rationale
3.2a	Materials include explicit (direct) ~~direct and explicit~~ prompts and guidance for~~to support~~ educators to build~~ing~~ knowledge ~~through multiple means of representation~~ by ~~linking to and~~ activating prior knowledge, ~~concept~~ anchoring big ideas, and highlighting and connecting key patterns, ~~critical~~ features, ~~big ideas,~~ and relationships through multiple means of representation.	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.	Materials include explicit (direct) ~~direct and explicit~~ prompts and guidance for~~to support~~ educators to build~~ing~~ knowledge ~~through multiple means of representation~~ by ~~linking to and~~ activating prior knowledge, ~~concept~~ anchoring big ideas, and highlighting and connecting key patterns, ~~critical~~ features, ~~big ideas,~~ and relationships through multiple means of representation.	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.	Working group feedback indicated that the word “explicit” should be moved to the forefront of the guidance to reflect its placement in other guidance later in the rubric. Working groups expressed there was ambiguity in the indicator guidance and wordy. The phrase “concept anchoring” was unknown to participants. Working groups suggested revisions be in active voice. Direct was added in parenthesis to align with tier-one revisions.

3.2b	If designed to be s~~S~~tatic, materials include educator guidance ~~and recommendations~~ for effective lesson delivery and facilitation ~~where appropriate (including scaffolding and differentiation approaches)~~ using various instructional approaches.	If designed to be static, materials include educator guidance for effective lesson delivery and facilitation using various instructional approaches.	If designed to be ~~S~~static, materials include educator guidance ~~and recommendations~~ for effective lesson delivery and facilitation ~~where appropriate (including scaffolding and differentiation approaches)~~ using various instructional approaches.	If designed to be static, materials include educator guidance for effective lesson delivery and facilitation using various instructional approaches.	The phrase “and recommendations” is redundant. The phrase “where appropriate (including scaffolding and differentiation approaches) since explicit evidence for scaffolds and differentiation occurs in indicator 3.1. The phrase “if designed to be static” was added to align with the rubric language in section 1.
3.2c	Materials include multi-tiered intervention methods for various~~that support multiple~~ types of practice ~~(e.g., guided, independent, or collaborative practice)~~ and structures~~,~~ and ~~include~~ educator guidance ~~and recommended structures (e.g., whole group, small group, individual) for~~to support ~~educators to support~~ effective implementation.~~, ensuring specific Multi-Tiered System of Support (MTSS) Tier 1-3 instructional recommendations are included.~~	Materials include multi-tiered intervention methods for various types of practice and structures and educator guidance to support effective implementation.	Materials include multi-tiered intervention methods for various~~that support multiple~~ types of practice ~~(e.g., guided, independent, or collaborative practice)~~ and structures~~,~~ and ~~include~~ educator guidance ~~and recommended structures (e.g., whole group, small group, individual) for~~to support ~~educators to support~~ effective implementation.~~, ensuring specific Multi-Tiered System of Support (MTSS) Tier 1-3 instructional recommendations are included.~~	Materials include multi-tiered intervention methods for various types of practice and structures and educator guidance to support effective implementation.	There was consensus from working groups that this indicator guidance was too wordy and cumbersome to understand. Rubric language refined to be more direct and increase clarity by and removing examples of practice and structures.

3.2d	Materials include enrichment and extension methods that support ~~multiple types~~various forms of engagement ~~(e.g., activities, tasks, projects, real-world scenarios)~~ and ~~include~~ educator guidance to support ~~for educators~~ and recommended structures (e.g. collaborative, paired, individual) to support effective implementation.	Materials include enrichment and extension methods that support various forms of engagement, and guidance to support educators in effective implementation.	Materials include enrichment and extension methods that support ~~multiple types~~various forms of engagement ~~(e.g., activities, tasks, projects, real-world scenarios)~~ and ~~include~~ educator guidance to support ~~for educators~~ and recommended structures (e.g. collaborative, paired, individual) to support effective implementation.	Materials include enrichment and extension methods that support various forms of engagement, and guidance to support educators in effective implementation.	Rubric language refined to be direct and increase clarity because supplemental materials may be used in situations where delivery and grouping methods may vary.
3.2e	Materials include prompts and guidance to support ~~the~~ educators in providing timely feedback during lesson delivery**.**	Materials include prompts and guidance to support educators in providing timely feedback during lesson delivery.	Materials include prompts and guidance to support ~~the~~ educators in providing timely feedback during lesson delivery**.**	Materials include prompts and guidance to support educators in providing timely feedback during lesson delivery.	In all other indicator guidance, educator has been plural.

3.3 Support for Emergent Bilingual Students

	K–5	Proposed Final K–5	6-12	Proposed Final 6–12	Rationale
3.3a	If designed to be static, m~~M~~aterials include educator guidance on providing and incorporating ~~lesson-level~~ linguistic accommodations for ~~various~~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.	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.	If designed to be static, m~~M~~aterials include educator guidance on providing and incorporating ~~lesson-level~~ linguistic accommodations for ~~various~~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.	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 working group consensus was to delete “lesson-level” to reduce demands on publishers and replace “various levels” with “all” to ensure all levels of ELPS are included.

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.	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.	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.	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.	Working groups indicated that linguistic accommodations would need to be embedded within the materials for adaptive materials.
3.3c	Materials include implementation guidance to support educators in effectively using the materials in state-approved bilingual/ESL programs.	No changes proposed.	Materials include implementation guidance to support educators in effectively using the materials in state-approved bilingual/ESL programs.	No changes proposed.	No changes proposed.
3.3d ~~c~~	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.	No proposed changes.	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.	No proposed changes.	No proposed changes.
3.3e ~~d~~	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	No proposed changes.	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	No proposed changes.	No proposed changes.

Learning Quality

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

	K–5	Proposed Final K–5	6–12	Proposed Final 6–12	Rationale
4.1a	Practice opportunities throughout learning pathways (including instructional assessments) ~~over the course of a lesson and/or within reporting categories (including assessments)~~ require students to demonstrate depth of understanding aligned to the TEKS.	Practice opportunities throughout learning pathways (including instructional assessments) require students to demonstrate depth of understanding aligned to the TEKS.	Practice opportunities throughout learning pathways (including instructional assessments) ~~over the course of a lesson and/or within reporting categories (including assessments)~~ require students to demonstrate depth of understanding aligned to the TEKS.	Practice opportunities throughout learning pathways (including instructional assessments) require students to demonstrate depth of understanding aligned to the TEKS.	Focus group and working group feedback indicated the need to specify TEKS. The rubric language was streamlined to be more direct. Lessons and units was deleted because supplemental math materials may not be organized in this way. Instead, it was replaced with learning pathways.
4.1b	Questions and tasks, including enrichment and extension materials, progressively increase in rigor and complexity, ~~developing critical thinking and problem-solving skills, and~~ leading to grade-level and above grade-level proficiency in the mathematics TEKS.~~standards.~~	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.	Questions and tasks, including enrichment and extension materials, progressively increase in rigor and complexity, ~~developing critical thinking and problem-solving skills, and~~ leading to grade-level and above grade-level proficiency in the mathematics TEKS.~~standards.~~	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.	Working groups emphasized that the focus for this indicator should remain on depth and rigor as grade-level proficiency is addressed in 3.1. Focus group and working group feedback indicated the need to specify TEKS. Enrichment and extension materials were added to 4.1b from 4.1c.

4.1c	~~Questions and tasks in enrichment and extension materials progressively increase in rigor and complexity, deepening conceptual understanding to support and exceed grade-level proficiency in the mathematics standards.~~	Delete 4.1c	~~Questions and tasks in enrichment and extension materials progressively increase in rigor and complexity, deepening conceptual understanding to support and exceed grade-level proficiency in the mathematics standards.~~	Delete 4.1c	This indicator can be deleted due to redundancy in language with 4.1b. 4.1b addresses questions and tasks (which includes all materials), and enrichment and extensions will be added as an "including" statement.

4.2 Coherence of Key Concepts

	K–5	Proposed Final K–5	6–12	Proposed Final 6–12	Rationale
~~4.2a~~	~~Materials demonstrate coherence across standards/grade bands through a comprehensive mapping framework, organized by reporting category, which include mathematical standards across grade bands (vertical alignment) and within the same grade level across concepts (horizontal alignment).~~	Delete 4.2a	~~Materials demonstrate coherence across standards/grade bands through a comprehensive mapping framework, organized by reporting category, which include mathematical standards across grade bands (vertical alignment) and within the same grade level across concepts (horizontal alignment).~~	Delete 4.2a	Working groups agreed that 4.2a is framed similarly to the revisions in 1.1a. Since 1.1a encompasses vertical and horizontal alignment and alignment guide, 4.2a can be removed to eliminate redundancy.
4.2b	Materials demonstrate coherence across concepts horizontally within the grade level ~~across concepts~~ by connecting patterns, big ideas, and relationships. ~~between mathematical concepts through logical sequencing.~~	Materials demonstrate coherence across concepts horizontally within the grade level by connecting patterns, big ideas, and relationships.	Materials demonstrate coherence across concepts horizontally within the grade level ~~across concepts~~ by connecting patterns, big ideas, and relationships. ~~between mathematical concepts through logical sequencing.~~	Materials demonstrate coherence across concepts horizontally within the grade level by connecting patterns, big ideas, and relationships.	There was agreement to streamline the language of the indicator to increase clarity and remove redundant language.

4.2c	Materials demonstrate coherence ~~across reporting categories~~ vertically across concepts and grade bands, including connections from grades K–6~~, including awareness of prerequisites and future learning implications up to 6th grade~~ by connecting patterns, big ideas, and relationships. ~~between mathematical concepts through logical sequencing including guidance on connecting prerequisite grades to current learning.~~	Materials demonstrate coherence vertically across concepts and grade bands, including connections from grade K–6, by connecting patterns, big ideas, and relationships.	Materials demonstrate coherence ~~across reporting categories~~ vertically across concepts and grade bands, including connections from~~to 5th grade~~grades 3–12, by connecting patterns, big ideas, and relationships. ~~between mathematical concepts through logical sequencing.~~	Materials demonstrate coherence vertically across concepts and grade bands, including connections from grades 3–12, by connecting patterns, big ideas, and relationships.	There was agreement to streamline the language of the indicator to increase clarity and remove redundant language. Working groups agreed that concept connections should extend and include grade 3 through high school.
4.2d	Materials demonstrate coherence across lessons ~~and/~~or activities by connecting students' prior knowledge of concepts and procedures ~~learned in previous grade levels~~ to the mathematical concepts to be learned in the current grade level and future grade levels.	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.	Materials demonstrate coherence across lessons ~~and/~~or activities by connecting students' prior knowledge of concepts and procedures learned in previous grade levels to the mathematical concepts to be learned in the current grade level and future grade levels.	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.	There was agreement to streamline the language of the indicator to increase clarity and remove redundant language. It was agreed that 4.2e should be combined with 4.2d because the only difference in rubric language was current grade level and future grade levels.
4.2e	~~Materials demonstrate coherence across lessons and/or activities by connecting students' knowledge of concepts and procedures learned to the mathematical concepts that will be learned in future grade levels.~~	Delete 4.2e	~~Materials demonstrate coherence across lessons and/or activities by connecting students' knowledge of concepts and procedures learned to the mathematical concepts that will be learned in future grade levels.~~	Delete 4.2e	The rubric language for this indicator was recommended to be combined with 4.2d.

4.3 Coherence and Variety of Practice

	K–5	Proposed Final K–5	6–12	Proposed Final 6–12	Rationale
4.3a	Materials provide spaced retrieval opportunities with previously learned skills and ~~mathematical~~ concepts. ~~aligned to~~ across learning pathways.~~grade-level standards.~~	Materials provide spaced retrieval opportunities with previously learned skills and concepts across learning pathways.	Materials provide spaced retrieval opportunities with previously learned skills and ~~mathematical~~ concepts. ~~aligned to~~ across learning pathways.~~grade-level standards.~~	Materials provide spaced retrieval opportunities with previously learned skills and concepts across learning pathways.	Rubric language was refined to align with tier-one, with the exception of "lessons and units." The language was aligned to learning pathways that is used in previous indicator guidance language.
4.3b	~~Materials offer~~Materials provide interleaved practice opportunities with previously learned ~~that incorporate vertical and horizontal aligned mathematical~~ skills and concepts across learning pathways.~~.~~	Materials provide interleaved practice opportunities with previously learned skills and concepts across learning pathways.	~~Materials offer~~Materials provide interleaved practice opportunities with previously learned ~~that incorporate vertical and horizontal aligned mathematical~~ skills and concepts across learning pathways.~~.~~	Materials provide interleaved practice opportunities with previously learned skills and concepts across learning pathways.	Rubric language was refined to align with tier-one, with the exception of "lessons and units." The language was aligned to learning pathways that is used in previous indicator guidance language.

5. Balance of Conceptual and Procedural Understanding

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

5.1 Development of Conceptual Understanding

	K–5	Proposed Final K–5	6–12	Proposed Final 6–12	Rationale
5.1a	Questions and tasks provide opportunities for students to interpret, analyze, and evaluate ~~a variety of~~ models and representations for mathematical concepts and situations.	Questions and tasks provide opportunities for students to interpret, analyze, and evaluate models and representations for mathematical concepts and situations.	Questions and tasks provide opportunities for students to interpret, analyze, and evaluate ~~a~~ mathematical concepts and ~~variety of~~ complex, real-world situations. ~~for mathematical concepts.~~	Questions and tasks provide opportunities for students to interpret, analyze, and evaluate mathematical concepts and complex, real-world situations.	In focus groups, it was expressed that concrete models should also be included in the 6–12 rubric. Concrete models is a component of the research-based CRA (Concrete-Representation-Abstract) approach to teaching mathematics. Rubric language was streamlined.
5.1b	Questions and tasks provide opportunities for students to create ~~a variety of models, such as~~ concrete models and pictorial representations~~,~~ to represent mathematical situations.	Questions and tasks provide opportunities for students to create concrete models and pictorial representations to represent mathematical situations.	Questions and tasks provide opportunities for students to create~~, interpret, analyze, and evaluate a variety of~~ concrete models and representations of~~representing~~ mathematical situations. ~~where appropriate.~~	Questions and tasks provide opportunities for students to create concrete models and representations of mathematical situations.	The language in 6–12 is redundant to the language in 5.1b. In focus groups, it was expressed that concrete models should also be included in the 6–12 rubric. Concrete models and representations are a component of the research-based CRA (Concrete-Representation-Abstract) approach to teaching mathematics. Working groups indicated that the language "where appropriate" is subjective and could be interpreted as instructional materials, not including models and representations in secondary materials.

5.1c	Questions and tasks provide opportunities for students to develop and apply ~~mathematical~~ conceptual understanding to new problem situations and contexts.	Questions and tasks provide opportunities for students to apply conceptual understanding to new problem situations and contexts.	Questions and tasks provide opportunities for students to apply conceptual understanding ~~of mathematics~~ to new problem situations and contexts.	Questions and tasks provide opportunities for students to apply conceptual understanding to new problem situations and contexts.	~~The word "mathematical" was removed in both grade bands to align language.~~Mathematical from K–5 and "of mathematics" from 6–12 were removed to align the language between both grade band rubrics and to the Tier-1 rubric.

5.2 Development of Fluency

	K–5	Proposed Final K–5	6–12	Proposed Final 6–12	Rationale
5.2a	Materials provide ~~activities and~~ tasks that are designed to build student fluency and automaticity necessary to complete grade-level mathematical tasks.	Materials provide tasks that are designed to build student automaticity and fluency necessary to complete grade-level mathematical tasks.	Materials provide ~~activities and~~ tasks that are designed to build student automaticity and fluency ~~in pre-requisite skills and processes~~ to complete grade-level mathematical tasks.	Materials provide tasks that are designed to build student automaticity and fluency necessary to complete grade-level mathematical tasks.	The order of fluency and automaticity switched to align with other guidance in this indicator. The word "activities" is redundant and encompassed within the word "tasks." In the 6–12 rubric, the focus on automaticity and fluency does not necessitate including "in pre-requisite skills and processes."
~~**5.2b**~~	~~Materials provide activities, tasks, or projects that are designed to build student automaticity and fluency necessary to complete extended learning and/or above grade-level mathematical tasks.~~	Delete 5.2b	~~Materials provide activities, tasks, or projects that are designed to build student automaticity and fluency necessary to complete extended learning and/or above grade-level mathematical tasks.~~	Delete 5.2b	Extensions are addressed in 3.2b. There was agreement that this guidance does not fit within this indicator.

5.2c	Materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures ~~within lessons and reporting categories~~throughout learning pathways.	Materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures throughout learning pathways.	Materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures ~~within lessons and reporting categories~~throughout learning pathways.	Materials provide opportunities for students to practice the application of efficient, flexible, and accurate mathematical procedures throughout learning pathways.	Reporting categories were removed and replaced with "throughout the learning pathways," as referenced in 1.1a.
5.2d	Materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy ~~within the lesson and~~ throughout ~~the learning sequence of the materials~~learning pathways.	Materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy throughout learning pathways.	Materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy ~~within the lesson and~~ throughout ~~the learning sequence of the materials~~learning pathways.	Materials provide opportunities for students to evaluate mathematical representations, models, strategies, and solutions for efficiency, flexibility, and accuracy throughout learning pathways.	Reporting categories were removed and replaced with "throughout the learning pathways," as referenced in 1.1a.
5.2e	Materials contain guidance to support students in selecting increasingly efficient approaches to solve mathematics problems.	No changes proposed.	Materials contain guidance to support students in selecting the most efficient approaches when solving mathematics problems.	No changes proposed.	No changes proposed.

5.3 Balance of Conceptual Understanding and Procedural Fluency

	K–5	Proposed Final K–5	6–12	Proposed Final 6–12	Rationale
5.3a	Materials explicitly state how the conceptual and procedural emphasis of the TEKS are addressed.	No changes proposed.	Materials explicitly state how the conceptual and procedural emphasis of the TEKS are addressed.	No changes proposed.	No changes proposed.

5.3b	Questions and, tasks, and/or activities provide opportunities for students to the use of concrete models, manipulatives, and pictorial representations, and abstract models as required by the TEKS.	Questions and tasks provide opportunities for students to use concrete models, pictorial representations, and abstract models as required by the TEKS.	Questions and tasks, and/or activities provide opportunities for students to the use of concrete models, and pictorial representations, and abstract models as required by the TEKS. where academically appropriate.	Questions and tasks provide opportunities for students to use concrete models, pictorial representations, and abstract models as required by the TEKS.	In focus groups, it was expressed that concrete models should also be included in the 6–12 rubric. Concrete models are a component of the research-based CRA (Concrete-Representation-Abstract) approach to teaching mathematics. "As required by the TEKS" was added to emphasize that depending on the TEKS, the emphasis will vary (concrete, representational, or abstract).
5.3c	Materials include supports for students in connecting, creating, analyzingdefining, and explaining the connection between concrete, and representational models to and abstract (symbolic/numeric/algorithmic) mathematical concepts, as required by the TEKS.where academically appropriate.	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.	Materials include supports for students in connecting, creating, analyzingdefining, and explaining the connection between concrete and representational models to and abstract (symbolic/numeric/algorithmic) mathematical concepts, as required by the TEKS.where academically appropriate.	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.	"As required by the TEKS" was added to emphasize that depending on the TEKS, the emphasis will vary (concrete, representational, or abstract). Rubric language was adjusted to demonstrate alignment to tier-one rubric.

5.4 Development of Academic Mathematical Language

	K–5	Proposed Final K–5	6–12	Proposed Final 6–12	Rationale

5.4a	Materials provide opportunities for students to develop ~~their~~ academic mathematical language using visuals, manipulatives, or other language development strategies.	Materials provide opportunities for students to develop academic mathematical language using visuals, manipulatives, or other language development strategies.	Materials provide opportunities for students to develop ~~their~~ academic mathematical language using visuals, manipulatives, or other language development strategies.	Materials provide opportunities for students to develop academic mathematical language using visuals, manipulatives, or other language development strategies.	Working group feedback indicated that the word "their" was unnecessary.
5.4b	Materials include embedded guidance for ~~the~~ educator<u>s to</u> ~~addressing~~ scaffold~~ing~~, support~~ing~~, and extend~~ing~~ student<u>s'</u> ~~development and~~ use of academic mathematical vocabulary in context when communicating with ~~both educators and~~ peers <u>and educators</u>.	Materials include embedded guidance for educators to scaffold, support, and extend students' use of academic mathematical vocabulary in context when communicating with peers and educators.	Materials include embedded guidance for ~~the~~ educator<u>s to</u> ~~addressing~~ scaffold~~ing~~, support~~ing~~, and extend~~ing~~ student<u>s'</u> ~~development and~~ use of academic mathematical vocabulary in context when communicating with ~~both educators and~~ peers <u>and educators</u>.	Materials include embedded guidance for educators to scaffold, support, and extend students' use of academic mathematical vocabulary in context when communicating with peers and educators.	"Development" is duplicative to 5.4a. Language refinements to increase clarity.
5.4c	Materials include embedded guidance to support student application of appropriate mathematical language <u>and</u>~~,~~ ~~including~~ academic vocabulary~~,~~ in discourse.	Materials include embedded guidance to support student application of appropriate mathematical language and academic vocabulary in discourse.	Materials include embedded guidance to support student application of appropriate mathematical language <u>and</u>~~,~~ ~~including~~ academic vocabulary~~,~~ in discourse.	Materials include embedded guidance to support student application of appropriate mathematical language and academic vocabulary in discourse.	Feedback indicated the need to clarify the language of this guidance by streamlining and removing "including."
5.4d	~~Materials provide~~<u>Materials include</u> embedded guidance to facilitate ~~or support~~ mathematical conversations ~~among students which provide opportunities for them~~ <u>allowing students</u> to hear, refine, and use math language with peers.	Materials include embedded guidance to facilitate mathematical conversations allowing students to hear, refine, and use math language with peers.	~~Materials provide~~<u>Materials include</u> embedded guidance to facilitate ~~or support~~ mathematical conversations ~~among students which provide opportunities for them~~ <u>allowing students</u> to hear, refine, and use math language with peers.	Materials include embedded guidance to facilitate mathematical conversations allowing students to hear, refine, and use math language with peers.	Language refined to be more streamlined and rephrased to "materials include" to align to other guidance in this indicator.

5.4e	~~Materials provide~~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.	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.	~~Materials provide~~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.	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.	Language refined to be more streamlined and rephrased to "materials include" to align to other guidance in this indicator.

5.5 Process Standards Connections

	K–5	Proposed Final K–5	6–12	Proposed Final 6–12	Rationale
5.5a	TEKS ~~P~~process standards are integrated appropriately into the materials.	TEKS process standards are integrated appropriately into the materials.	TEKS p~~P~~rocess standards are integrated appropriately into the materials.	TEKS process standards are integrated appropriately into the materials.	Working group feedback was that there needs to be an explicit indication to the TEKS.
5.5b	Materials include a ~~an explicit~~a description of how process standards are incorporated and connected throughout the learning pathway~~sequence of the material~~s.	Materials include a description of how process standards are incorporated and connected throughout the learning pathways.	Materials include ~~an explicit~~a description of how process standards are incorporated and connected throughout the learning pathway~~sequence of the material~~s.	Materials include a description of how process standards are incorporated and connected throughout the learning pathways.	Working group feedback was for the rubric language to be direct and in active voice.
~~**5.5c**~~	~~Materials include an explicit description of how process standards are incorporated and connected throughout the reporting categories.~~	Delete 5.5c	~~Materials include an explicit description of how process standards are incorporated and connected throughout the reporting categories.~~	Delete 5.5c	Working group feedback is to delete 5.5c due to redundancy in language with the omission of reporting categories.
5.5d	Materials include an ~~explicit~~ overview of the TEKS process standards incorporated into each lesson.	Materials include an overview of the TEKS process standards incorporated into each lesson.	Materials include an ~~explicit~~ overview of the TEKS process standards incorporated into each lesson.	Materials include an overview of the TEKS process standards incorporated into each lesson.	Working group feedback was that there needs to be an explicit indication to the TEKS. "Explicit" was removed to align with the tier-one rubric.

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

	K–5	Proposed Final K–5	6–12	Proposed Final 6–12	Rationale
6.1a	Materials provide opportunities for students to think mathematically, persevere through solving problems, and to make sense of mathematics.	No changes proposed.	Materials provide opportunities for students to think mathematically, persevere through solving problems, and to make sense of mathematics.	No changes proposed.	No changes proposed.
6.1b	Materials support students in understanding, explaining, and justifying that there can be multiple ways to represent and solve ~~mathematics~~ problems and complete tasks.	Materials support students in understanding, explaining, and justifying that there can be multiple ways to solve problems and complete tasks.	Materials support students in understanding, explaining, and justifying that there can be multiple ways to represent and solve ~~mathematics~~ problems and complete tasks.	Materials support students in understanding, explaining, and justifying that there can be multiple ways to solve problems and complete tasks.	Mathematics problems is redundant. The addition of "multiple ways to represent and solve" was added as a recommendation from the ESC focus group to align with the importance of representation in the mathematics TEKS.
6.1c	Materials are designed to require ~~provide various opportunities for~~ students to make sense of mathematics through multiple opportunities for students to ~~through~~ do~~ing~~, write~~ing~~ about, and discuss~~ing~~ math with peers and/or educators.	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.	Materials are designed to require ~~provide various opportunities for~~ students to make sense of mathematics through multiple opportunities for students to ~~through~~ do~~ing~~, write~~ing~~ about, and discuss~~ing~~ math with peers and/or educators.	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.	Changes align to tier-1 with the language "are designed to…" An overarching concern among former reviewers who participated in focus and working groups was that some indicators needed to be revised for specificity. Here, for example, it is to ensure multiple opportunities are present in the materials.

6.2 Facilitating Productive Struggle

	K–5	Proposed Final K–5	6–12	Proposed Final 6–12	Rationale
6.2a	Materials support educators in guiding students to share and reflect on their problem-solving approaches, including explanations, arguments, and justifications.	No changes proposed.	Materials support educators in guiding students to share and reflect on their problem-solving approaches, including explanations, arguments, justifications, and multiple points of entry.	No changes proposed.	No changes proposed.
6.2b	~~The m~~Materials include ~~offer explicit facilitation~~ prompts, ~~probing questions,~~ and guidance to ~~assist~~ support educators in providing explanatory feedback based on ~~correct and incorrect~~ student responses and anticipated misconceptions**.**	Materials include prompts guidance to support educators in providing explanatory feedback based on student responses and anticipated misconceptions.	~~The m~~Materials include ~~offer explicit facilitation~~ prompts~~,~~ ~~probing questions,~~ and guidance to ~~assist~~ support educators in providing explanatory feedback based on ~~correct and incorrect~~ student responses and anticipated misconceptions**.**	Materials include prompts guidance to support educators in providing explanatory feedback based on student responses and anticipated misconceptions.	Rubric language refined to increase clarity and directness of the guidance, and to align with the tier-1 math rubric.