

IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Agile Mind, Inc.	Texas Algebra I
Subject	Grade Level
Mathematics	Algebra I

Texas Essential Knowledge and Skills (TEKS) Coverage:	100%
English Language Proficiency Standards (ELPS) Coverage:	100%
Quality Review Overall Score:	227 / 227

IMRA Reviewers

Flags for Suitability Noncompliance	Count of Flags Original	Count of Flags Updated
1. Prohibition on Common Core	0	0
2. Alignment with Public Education’s Constitutional Goal	0	0
3. Parental Rights and Responsibilities	0	0
4. Prohibition on Forced Political Activity	0	0
5. Protecting Children’s Innocence	0	0
6. Promoting Sexual Risk Avoidance	0	0
7. Compliance with the Children’s Internet Protection Act (CIPA)	0	0

Flags for Suitability Compliance	Count of Flags Original	Count of Flags Updated
Alignment with Public Education’s Constitutional Goal, 2.1.1	0	0
Promoting Sexual Risk Avoidance, 6.2	0	0

Factual Errors	Count of Errors Original	Count of Errors Updated
Count of Factual Errors from IMRA Reviewers	3	0

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	13	0

Count of Publisher Submitted Changes **0**

Public Feedback

Alleged Factual Errors	0
Flags for Suitability	0
Public Comments	0

All Feedback Items from IMRA Reviewers Remaining After Update

The following index provides links to each suitability flag, factual errors, or feedback referenced on the IMRA Report Summary that remained after publishers submitted responses. If no outstanding items exist, then the category will list “None”.

Flags for Suitability Noncompliance After Updates

- None

Flags for Suitability Compliance After Updates

- None

Factual Errors Remaining After Updates

- None

Feedback Not Responded After Updates

- None

All Feedback Items by Category

IMRA Reviewer Suitability Noncompliance

- None

IMRA Reviewer Suitability Compliance

- None

IMRA Reviewer Factual Errors

IMRA Reviewer Error ID 9632521

Component: N/A (9781961490215)

Page Number(s): 1

Location: Problem 4

URL to Content:

https://trainreview.agilemind.com/LMS/content/work/03a1_15z_SolvingSystems/resources/03a115_SolvingSystems_SS1_StayingSharp-student.pdf

Description of Error: The instructions state "Solve this inequality" however the given problem is an equation.

Publisher Response: Accept

Instructions will be changed from "Solve this inequality." to "Solve this equation."

IMRA Reviewer Error ID 8245396

Component: Texas Algebra I online course (9781961490215)

Page Number(s): T8 L2 Practice, page 2

Location: Table of Values

URL to Content:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_tx_z/Texas%20Algebra%20I/////c/T/topic_03a1_15z_SolvingSystems/RES_lesson2_practice/lesson2_practice/page2.html

Description of Error: There needs to be subscripts on the y values: y_1 and y_2

You cannot have two outputs for the same input.

Publisher Response: Accept

We will make this change, adding subscripts to the y values in the table header to reference y_1 and y_2 .

IMRA Reviewer Error ID 8682136

Component: Texas Algebra I online course (9781961490215)

Page Number(s): T1 L1 Lesson activities page 2

Location: N/A

URL to Content:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_tx_z/Texas%20Algebra%20I/////c/T/topic_03_07z_GraphsConstruct/RES_lesson1_activities/lesson1_activities/page2.html

Description of Error: The animation includes a video that looks like it is supposed to have sound for students to listen to and derive meaning, but in the upper left corner, it says the video has no sound

Publisher Response: Reject

This experience is designed for the teacher to elicit discussion that enables students to engage and derive meaning.

IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 8496176

Component: Texas Algebra I online course (9781961490215)

Reviewer Feedback: The appearance of the exponential function for the student could be confusing since the label for the y-axis appears directly underneath the equation and since audio is enabled, it looks like you are dividing by y

Page Number(s): T12 L7 Practice, page 4

Location: N/A

URL to Content:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_tx_z/Texas%20Algebra%20I/////c/T/topic_03_22z_ModelExponentialFunctions/RES_lesson7_practice/lesson7_practice/page4_p10in.html

Publisher Response: Accept

To avoid the potential for confusion with a division bar, we will add space between the question stem and the graph and its labels. Use this link to see the layout change:

<https://drive.google.com/file/d/1Ce8hLQBuroH9a59nkeZumvQaYnptrqwe/view?usp=sharing>

IMRA Reviewer Feedback ID 8203336

Component: Texas Algebra I online course (9781961490215)

Reviewer Feedback: Include a plotted point on the second point used for the slope.

Page Number(s): T5 L1 Lesson activities, page 8

Location: N/A

URL to Content:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_tx_z/Texas%20Algebra%20I/////c/T/topic_03a1_11z_y-Intercept/RES_lesson1_activities/lesson1_activities/page8.html

Publisher Response: Accept

We will add a second point to the graph at (10,12).

IMRA Reviewer Feedback ID 8229901

Component: Texas Algebra I online course (9781961490215)

Reviewer Feedback: In both the student prompt/narrative and in the Check, a vertical line's slope is stated interchangeably as both "no slope" and "undefined". Our group discussed how "no slope" may be confusing for students/staff who are used to slope describing data that is increasing, decreasing, or flat over a certain span. By using the term "no slope", some may believe this relates to a flat line or zero slope. The committee discussed a recommendation that asks the publisher to only use "undefined" slope for a vertical line since that is in the breakout of the standard and to remove "no slope".

Page Number(s): T5 L7 Lesson activities, page 5

Location: N/A

URL to Content:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_tx_z/Texas%20Algebra%20I/////c/T/topic_03a1_11z_y-Intercept/RES_lesson7_activities/lesson7_activities/page5.html

Publisher Response: Accept

We will edit this page by August 26 to make the language more clear.

CHANGE THIS TEXT:

[Paragraph at top and second reveal:]

In the previous animation, you calculated the slope of a horizontal line. You found that the value of the slope was 0. You also e

IMRA Reviewer Feedback ID 8338941

Component: Texas Algebra I online course (9781961490215)

Reviewer Feedback: The committee wanted to share feedback that this item involves using the physical weight of students in a classroom. The committee believes that there may be different data that may be better used since this may potentially lead to body shaming in a classroom.

Page Number(s): T6 L9 Assessment, page 2

Location: N/A

URL to Content:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_tx_z/Texas%20Algebra%20I/////c/T/topic_03_12z_LinearDataModels/RES_lesson_9/lesson9_activities/page2.html

Publisher Response: Accept

We agree and are changing this item to refer to the body weight of a panda bear and the amount of bamboo it eats:

Giant pandas must consume large amounts of bamboo to meet their nutritional needs. Pandas eat between 15-20% of their body weight in bamboo

IMRA Reviewer Feedback ID 8071686

Component: Texas Algebra I online course (9781961490215)

Reviewer Feedback: We suggest including an interactive example of the problem solving process

Page Number(s): T Classroom routines, Routines: Problem-solving routine, page 1

Location: N/A

URL to Content:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_tx_z/Texas%20Algebra%20I/////c/T/topic_14_13_AdditionalResources/RES_exploring_6/exploring_6/page1.html

Publisher Response: Reject

This experience is designed to be used as an introduction to a problem solving process with various levels of students. Within the Algebra I course, students have multiple opportunities to apply this process to a problem.

IMRA Reviewer Feedback ID 8421446

Component: Texas Algebra I online course (9781961490215)

Reviewer Feedback: While the narrative addresses the correct transformation, we would suggest including the transformation in function notation to better mimic the standard.

Page Number(s): T14 L3 Lesson activities, page 10

Location: N/A

URL to Content:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_tx_z/Texas%20Algebra%20I/////c/T/topic_03_18z_QuadraticGraphs/RES_lesson3_activities/lesson3_activities/page10.html

Publisher Response: Reject

The animation on this page is designed so that students can explore vertical shifts of the parent quadratic function. As they drag the sliders, the rule changes in the animation. Students see transformation represented using function notation during other

IMRA Reviewer Feedback ID 8359206

Component: Texas Algebra I online course (9781961490215)

Reviewer Feedback: I would suggest providing graphs with a fixed x and y axis.

Page Number(s): T14 L3 Student Activity Sheet, page 7, questions 19-20

Location: N/A

URL to Content:

https://trainreview.agilemind.com/LMS/content/work/03_18z_QuadraticGraphs/resources/0318_QuadraticGraphs_SAS3-student.pdf#page=7

Publisher Response: Reject

Axes are not included so that students have the opportunity to think critically about the shape of the graph and create their own axes and scale accordingly.

IMRA Reviewer Feedback ID 8373026

Component: Texas Algebra I online course (9781961490215)

Reviewer Feedback: The breakout uses the term standard form while the text uses general form. I would suggest changing the terminology to using both.

Page Number(s): T16 L3 Lesson activities, page 5

Location: N/A

URL to Content:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_tx_z/Texas%20Algebra%20I/////c/T/topic_03_17z_QuadraticModel/RES_lesson3_activities_tx/lesson3_activities_tx/page5.html

Publisher Response: Reject

We use general form to be consistent with the terminology in Algebra II when students learn about conic sections. In later courses, standard form takes on a different meaning, and we want to be consistent with students beginning in Algebra I.

IMRA Reviewer Feedback ID 8374436

Component: Texas Algebra I online course (9781961490215)

Reviewer Feedback: The breakout uses the term standard form while the text uses general form. I suggest the text uses they came terminology as the standard.

Page Number(s): T16 L3 Student Activity Sheet, page 1, question 2

Location: N/A

URL to Content:

https://trainreview.agilemind.com/LMS/content/work/03_17z_QuadraticModel/resources/0317tx_QuadraticModel_SAS3-student.pdf

Publisher Response: Reject

We use general form to be consistent with the terminology in Algebra II when students learn about conic sections. In later courses, standard form takes on a different meaning, and we want to be consistent with students beginning in Algebra I.

IMRA Reviewer Feedback ID 8374941

Component: Texas Algebra I online course (9781961490215)

Reviewer Feedback: The breakout uses the term standard form while the text uses general form. I suggest the text uses they came terminology as the standard.

Page Number(s): T16 L3 Student Activity Sheet, page 8, question 11e

Location: N/A

URL to Content:

https://trainreview.agilemind.com/LMS/content/work/03_17z_QuadraticModel/resources/_59955497f6d8afc/0317tx_QuadraticModel_SAS3-teacher.pdf#page=8

Publisher Response: Reject

We use general form to be consistent with the terminology in Algebra II when students learn about conic sections. In later courses, standard form takes on a different meaning, and we want to be consistent with students beginning in Algebra I.

IMRA Reviewer Feedback ID 8404371

Component: Texas Algebra I online course (9781961490215)

Reviewer Feedback: I suggest changing factors to using Linear Factors. Also on the graphs showing the linear factors.

Page Number(s): T17 L3 Lesson activities, page 6

Location: N/A

URL to Content:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_tx_z/Texas%20Algebra%20I/////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson3_activities_tx/lesson3_activities_tx/page6.html

Publisher Response: Reject

In Algebra I, it is understood that there are linear factors to a quadratic expression.

IMRA Reviewer Feedback ID 8404661

Component: Texas Algebra I online course (9781961490215)

Reviewer Feedback: I suggest changing factors to using Linear Factors. Also on the graphs showing the linear factors.

Page Number(s): T17 L7 Practice, page 5

Location: N/A

URL to Content:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_tx_z/Texas%20Algebra%20I/////c/T/topic_03a1_19z_QuadraticEquations/RES_lesson8_practice/lesson8_practice/page5.html

Publisher Response: Reject

In Algebra I, it is understood that there are linear factors to a quadratic expression.

IMRA Reviewer Feedback ID 8237371

Component: Texas Algebra I online course (9781961490215)

Reviewer Feedback: The ambiguity of the different values that could be used makes this more challenging. I suggest the problem be changed to include a parameter for a specific inequality.

Page Number(s): T7 L6 Lesson activities, page 12

Location: N/A

URL to Content:

https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_algebra1_tx_z/Texas%20Algebra%20I/////c/T/topic_03a1_14z_LinearInequalities/RES_lesson6_activities/lesson6_activities/page12.html

Publisher Response: Reject

The goal of the problem is to write an inequality from a table of values. We address the fact that there could be more than one inequality written that represents the data in the table. Robust advice is given to the teacher in the Advice for instruction o

Publisher Submitted Changes

- None

Public Alleged Factual Errors

- None

Public Suitability Flags

- None

Public Comments

- None