IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Agile Mind, Inc.	*Texas Geometry*
Subject	**Grade Level**
Mathematics	Geometry

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	1	**0**

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	11	**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 9122586

Component: Texas Geometry online course (9781961490178)
Page Number(s): T13 L1 Lesson activities page 8
Location: Unit 13, Lesson 1- Page 8; SAS Question 7
URL to Content:
https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry%202024-25//////c/T/topic_04_11z_PythagoreanTheorem/RES_lesson1_activities/lesson1_activities/page8.html

Description of Error: Side lengths of two of the non right triangles do not satisfy the Triangle Inequality Theorem. As such, these are not even triangle.

Publisher Response: Accept

We will edit the dimensions of the 4 in x 4 in x 8 in non-right triangle to be 4 in x 6 in x 8 in on the online page and the associated Student Activity Sheet.

IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 9119826

Component: Texas Geometry online course (9781961490178)

Reviewer Feedback: Original Prompt: "Sketch a triangle and dilate about a point by a scale factor of 1/2. Then dilate the image about a different point by a scale factor of 2. What is the relationship between the resulting image and the original image?

Consider including directions to include the center of dilation- student may think to use one of the vertices, otherwise.

Second- "original image" is imprecise- instead, say, "(Original) Pre-image", as original is then redundant, but acts as emphasis of comparing the pre-image to the final image.

Page Number(s): T12 L2 Student Activity Sheet page 6, question 16
Location: N/A
URL to Content:
https://trainreview.agilemind.com/LMS/content/work/04_14z_PolygonsSimilarity/resources/_372988b22a370c1/0414z_PolygonsSimilarity_SAS2-teacher.pdf#page=6

Publisher Response: Accept

We appreciate your comment and will make this change. We will...

CHANGE THIS:

"What is the relationship between the resulting image and the original image?"

TO THIS:

"What is the relationship between the finanl image and the pre-image?" to connect to fo

IMRA Reviewer Feedback ID 9216676

Component: Texas Geometry online course (9781961490178)

Reviewer Feedback: Rephrase, as this is currently a "Yes/no" question.

Page Number(s): T12 L5 Student Activity Sheet page 1 question
Location: N/A
URL to Content:
https://trainreview.agilemind.com/LMS/content/work/04_14z_PolygonsSimilarity/resources/_372988b22a370c1/0414z_PolygonsSimilarity_SAS5-teacher.pdf

Publisher Response: Accept

We appreciate your comment and will rephrase the questions stem of this item.

CHANGING THIS:

Can you use a sequence of transformations to determine if ?ABC is similar to ?DEF?

TO THIS:

Use a sequence of transformations to determine if ?ABC is similar to ?

IMRA Reviewer Feedback ID 9241806

Component: Texas Geometry online course (9781961490178)

Reviewer Feedback: 4th bullet. Consider adding "..., as it does in Euclidean geometry?"

Page Number(s): T26 L4 page 7
Location: N/A
URL to Content:
https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry%202024-25/////c/T/topic_04_28z_Non-EuclideanGeom/RES_lesson4_activities/lesson4_activities/page7.html

Publisher Response: Accept

We appreciate your comment and will make the suggested edit to the 4th bullet.

CHANGING THIS:

Find the sum of the three angles. Does it equal 180??

TO THIS:

Find the sum of the three angles. Does it equal 180?, as it does in Euclidean Geometry?

IMRA Reviewer Feedback ID 9025411

Component: Texas Geometry online course (9781961490178)

Reviewer Feedback: The "page 3 2nd Support for ELL" practices with read vocabulary, not heard vocabulary.

Page Number(s): T1 L5 Deliver instruction
Location: N/A
URL to Content:
https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry%202024-25//////c/T/topic_04_01z_InductiveReasoning/RES_deliver_instruction_5/deliver_instruction_5/deliver_instruction_5.html

Publisher Response: Accept without change

Thank you for your comment. This Deliver instruction includes other strategies to address heard vocbulary.

IMRA Reviewer Feedback ID 9198546

Component: Texas Geometry online course (9781961490178)

Reviewer Feedback: Students should have the option to use paper strips with a protractor.

Page Number(s): T9 L2 Lesson activities page 5
Location: N/A
URL to Content:
https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry%202024-25//////c/T/topic_04_08z_TrianglesCongPost/RES_lesson2_activities/lesson2_activities/page5.html

Publisher Response: Accept without change

Thank you for your comment. The Deliver instruction that supports this online page suggests that teachers make clear that physical models are an option for students to use.

IMRA Reviewer Feedback ID 9163191

Component: Texas Geometry online course (9781961490178)

Reviewer Feedback: Missed opportunity to have the students do the diagramming as a means of communicating their ideas.

Page Number(s): T10 Constructed response 3
Location: N/A
URL to Content:
https://trainreview.agilemind.com/LMS/content/work/04_09z_CongruentTrianglesUse/resources/_769a36abee6a536/0409z_CongruentTrianglesUse_CR3-teacher.pdf

Publisher Response: Reject

There are other opportunities in this topic for students to create diagrams to make sense of a problem and communicate their thinking (e.g., overlapping triangles and Hinge Theorem). However, this task is used as part of the topic level assessment and is

IMRA Reviewer Feedback ID 9198771

Component: Texas Geometry online course (9781961490178)

Reviewer Feedback: Instructions should explicitly allow for students to use a physical model in addition to the online model.

Page Number(s): T15 L3 Lesson activities pages 4-5
Location: N/A
URL to Content:
https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry%202024-25//////c/T/topic_04_36z_PolygonsProperties/RES_lesson3_activities/lesson3_activities/page4.html

Publisher Response: Reject

On pages 2 and 3 of this lesson, students use drawings and Patty Paper to explore properties of parallelograms and make some conjectures. On page 4, students are checking the conjectures they made using diagrams and Patty Paper with dynamic geometry techn

IMRA Reviewer Feedback ID 9242176

Component: Texas Geometry online course (9781961490178)

Reviewer Feedback: Incorporate, "How does the sum of the measures of a Spherical quadrilateral compare to a Euclidean quadrilateral?

Page Number(s): T26 Constructed response 1, part a
Location: N/A
URL to Content: https://trainreview.agilemind.com/LMS/content/work/04_28z_Non-EuclideanGeom/resources/_306af500154f779/0428z_Non-EuclideanGeom_CR1-teacher.pdf

Publisher Response: Reject

Thank you for your comment. Part a of the Constructed response provides an opportunity for students to consider both a Euclidean and Spherical quadrilateral.

IMRA Reviewer Feedback ID 9223791

Component: Texas Geometry online course (9781961490178)

Reviewer Feedback: Euler diagrams contain nested areas to show subset relationships, or non-overlapping areas to indicate mutual exclusivity. This diagram does not accomplish this, as the negated areas encompass the original statements, which in a Euler diagram would indicate that a statement is a subset of its negation, which is logically contradictory.

Page Number(s): T5 L4 Lesson activiteis pages 6, 7
Location: Top third of page
URL to Content:
https://trainreview.agilemind.com/LMS/lmswrapper/LMS.html#/C/course_geometry_tx_z/Texas%20Geometry%202024-25//////c/T/topic_04_33z_ConditionalStatements/RES_lesson4_tx_activities/lesson4_tx_activities/page6.html

Publisher Response: Reject

In this topic, we use Euler diagrams to show dependency relationships. When the circle "p" turns white, we are showing that it is a subset of the larger circle "q", but the white space is not nested in the orange area. The orange space "~p" and the white

IMRA Reviewer Feedback ID 9198341

Component: Texas Geometry online course (9781961490178)

Reviewer Feedback: Instructions should explicitly state methods for determining angle measures such as mental math, estimation, and proof.

Page Number(s): T6 L1 Student Activity Sheet, page 5, question 10
Location: N/A
URL to Content:
https://trainreview.agilemind.com/LMS/content/work/04_06z_LinesTranversalsAngles/resources/_88c7579e6b1aab8/0406z_LinesTransversalsAngles_SAS1-teacher.pdf#page=5

Publisher Response: Reject

At this point in the lesson, students should be applying the conjectures they have explored in this lesson (see Q8 and online page 9). While they may use mental math to apply the conjectures, they should not be using estimation or proof. Students will pro

IMRA Reviewer Feedback ID 9605341

Component: Texas Geometry online course (9781961490178)

Reviewer Feedback: These are great ideas and as I teacher I appreciate the depth of what is being accomplished on the students end but the TEKS says theorems and there not any problems addressing theorems.

Page Number(s): Topic 1 Lesson 2 Student Activity Sheet questions 2, 3, 4, 6, 12, 13
Location: N/A
URL to Content:
https://trainreview.agilemind.com/LMS/content/work/04_01z_InductiveReasoning/resources/_bee08bd27b3b0bd/0401z_InductiveReasoning_SAS2-teacher.pdf

Publisher Response: Reject

Theorems are addressed, along with the other undefined terms, in Topic 4.

Publisher Submitted Changes

- None

Public Alleged Factual Errors

- None

Public Suitability Flags

- None

Public Comments

- None