

RPA TREKs 3-5 TRR Appeals Responses & Final Report

Publisher's Response

As we opened this response to answer the question, "What Is RPA TREKs?", we believe it is important to stress our question throughout the TRR process regarding the proper fit of digital curriculum products as well as supplemental curriculum products. This is in reference to the reviewer's statement, "*The program and activities are entirely digital ...*". Because RPA TREKs is a digital supplemental Science curriculum, we believe this should be clarified moving forward with other proclamations or a separate rubric/review is developed to recognize the differences when compared to that of a primary curriculum. We did receive a response in June 2023 stating "We recognize the intended purpose of the TREKs program. The expectation from TEA is that we use the TEA-developed rubric to evaluate the program." We welcome an opportunity to provide more thoughts about this, for our view is that this process and rubric best compliments primary curriculum publishers. However, we are thankful for the feedback and have improved our product where needed to best meet the requirements of the new Science standards.

Note: Login to the public TEA sample before beginning review of this response. Some areas include links to the curriculum that are relevant to examples and other evidence of additional information showcasing RPA TREKs and any enhancements to it.

TEA Public URL: publictea.rpatreks.com

Teacher Account Username: publictea@rpatreks.com

Teacher Account Password: School1rpatreks23

Indicator 2.1, Grade 5

2.1.1

Materials provide multiple opportunities for students to develop, practice, and demonstrate mastery of grade-level appropriate scientific and engineering practices (SEPs) as outlined in the TEKS.

The report states:

- Materials provide some authentic opportunities for students to develop, practice, and demonstrate mastery of grade-level SEPs. The program and activities are entirely digital; **students are not required to use physical tools or equipment to investigate concepts.** Instead, students make observations of photos and simulations to gather data. Students are provided graphic organizers and data tables. Most sections require students to complete graphic organizers and data tables. There are several segments that involve the review of data to complete graphic organizers, such as a data table or graph data. Students do minimal construction of data tables. Students use a model of the processes of compaction, deposition, and weathering that result in the formation of sedimentary rocks in TREK 5.10B. **Students are not required to develop models in the program as it is an online-only resource.**

- The materials provide some opportunities to develop grade-level appropriate scientific and engineering practices, as outlined in the TEKS. In TREK 5.12A Interdependence PRACTICE A, students analyze a simulated investigation of plant growth. **Students do not design or conduct the investigation.** Students use simulated experimental investigations to collect and analyze data. For example, in 5.7B Forces & Experimental Design PRACTICE A, students collect and analyze data in a simulated experimental investigation to answer the research question, "How does changing a balloon rocket's trajectory angle affect the distance traveled?" Students do not plan and conduct descriptive investigations using tools. The updated TEKS state in 5.1 (F) students will develop and use models to represent phenomena, objects, **and processes or design a prototype for a solution to a problem, but materials do not use the updated standard language.** Students investigate how changing the angle of the trajectory of a balloon rocket changes its trajectory by observing a diagram of a balloon rocket and several data tables. In the Digital Student Journal, students complete multiple drag-and-drop activities while also having the option to design, conduct, or analyze their investigation. At the end of the investigation, materials provide a conclusion and state on the student slide, "The data did not support this hypothesis. What should you consider at this point?" Materials offer an optional STEAM project for students to blow air into balloons and place fins on the balloons. Materials state, "If you make this with actual materials, play around with the fin designs to test how they might affect how the rocket flies." While students can connect fins to a balloon if they complete the optional project, they do not develop a model to show a relationship or prototype for a solution to a problem.

Publisher Response: In reference to all bold statements above, they are incorrect for each of the corresponding SEPs in the samples corresponding to Practice A were approved by the SRP and TRR. Each now clearly and accurately presents and connects grade-level specific core concepts, recurring themes and concepts, and science and engineering practices. A Custom Investigation Handout (CIH) now allows students to plan and conduct descriptive (see links to 5.6BC Mixtures & Solutions) and simple experimental investigations (see links to 5.12A Interdependence). Further, the CIH now ensures that students have the option to use tools or equipment to investigate concepts. The photos and simulations at the beginning of the activity are phenomena presented (i.e., What Is Happening? Slide 4) to connect the content, SEPs and RTCs. We make this clear in the Teacher Instructions and the Digital Student Journal (see both corresponding to Slide 3 and through to Slide 11 or 12). Thus, students are asking questions, using models to construct explanations, and determining how to test their model. Once they reach the moment to plan and implement an investigation, students can use the Custom Investigation Handout if the teacher so chooses. Therefore, they determine the type of investigation they will conduct, variables, safety standards, construct their own data tables, graph data, etc. As a result, we met all SEP and RTC standards in response to the changes requested.

5.6BC Mixtures & Solutions - Practice A Teacher Instructions

https://docs.google.com/document/d/1AeZIB98_sk67vAozKJNcXJO6NPO4noLsGsFwJI6OFVU/edit?usp=sharing

5.6BC Mixtures & Solutions - Practice A Digital Student Journal

https://docs.google.com/presentation/d/13PesXtDWCD03I410eH_bZUDed62m6wJq_2aDE0vDeM8/edit?usp=sharing

5.6BC Mixtures & Solutions - Practice A Custom Investigation Handout

https://drive.google.com/file/d/1e7y_tPCV0y7fifjVSnBztfwjALCPN-A/view?usp=drive_link

5.12A Interdependence - Practice A Teacher Instructions

<https://docs.google.com/document/d/16twWD-tn3uQHvPuPrkflW1lYZtONgZB0qnvuSPaCBOO/edit>

5.12A Interdependence - Practice A Digital Student Journal

https://docs.google.com/presentation/d/1XVaAkn_jwn5CRusvcFLjG2yYsqf0o1ZFM8BBKJSWds/edit?usp=sharing

5.12A Interdependence Practice A Custom Investigation Handout

<https://drive.google.com/file/d/11jQBUYIZDcjEjWA6wc1skDga0dUG986c/view?usp=sharing>

2.1.2

Materials provide multiple opportunities for students to develop, practice, and demonstrate mastery of grade-level appropriate scientific and engineering practices as outlined in the TEKS

The report states:

- Materials provide minimal connections of RTCs among TREKS. The same RTC is used two more times in the program and while it is connected to the concepts within the TREK it is not connected to the other concepts referred to in other TREKS.

Publisher's Response: Every Recurring Theme & Concept (RTC) is incorporated in the curriculum. This is evidenced in our SRP report and our appeal accepted by TRR. Score was updated to PARTIALLY MEETS by the reviewer.

For an example, see links to TREK 5.12A Interdependence Practice A below. Locate Slide 7, 10 and 11 of the Digital Student Journal. In Slide 7, we establish explicit connections to Systems (RTC 5.5D) per a healthy ecosystem (content TEK 5.12A) as addressed in the phenomenon observed. Once Slide 10 is reached, Cause and Effect (RTC 5.5B) per causation to test variables relative to plant growth is established. In Slide 11, connections between Systems Models and Cause and Effect are made. These additions and process to connect RTCs are implemented in the 16 remaining TREKS per Practice A.

5.12A Interdependence - Practice A Digital Student Journal

https://docs.google.com/presentation/d/1XVaAkn_jwn5CRusvcFLjG2yYsqf0o1ZFM8BBKJSWds/edit#slide=id.g256c9ed2a45_1_2

5.12A Interdependence - Practice A Teacher Instructions

<https://docs.google.com/document/d/16twWD-tn3uQHvPuPrkflW1lYZtONgZB0qnvuSPaCBOO/edit>

2.1.4

Materials include sufficient opportunities, as outlined in the TEKS, for students to ask questions and plan and conduct classroom, laboratory, and field investigations and to engage in problem-solving to make connections across disciplines and develop an understanding of science concepts.

The report states:

- The materials provide some opportunities for students to engage in problem-solving to make connections across disciplines. For example, students complete a math task in a Matter TREK by calculating the initial mass of a 500 ml beaker when provided the added substance amount and total mass in a data table when analyzing the conservation of mass. While this task involves math, students are not engaging in problem-solving or making explicit connections between science and math. In a Mixtures and Solutions TREK, students complete an ELA-related skill when they use text evidence to justify a claim about what happened to a drink mix when added to water. Students explain the statement, "A solution is a mixture, but a mixture does not have to be a solution," using newly-acquired vocabulary. **While the cross curricular connections are there, there lacks connections across disciplines to help students develop a deeper and more holistic understanding of science as a complete, interconnected field of study.**

Publisher's Response:

This statement is contradictory. It acknowledges that there are cross-curricular connections in the curriculum. Further, we make these connections in Practice A, Practice B and Apply where applicable. Specific to Apply, students engage in problem-solving scenarios in which they may make connections to science and society where applicable.

Indicator 2.2, Grade 5

2.2.1

The report states:

- While the embedded phenomena support students in activating knowledge, **students do not use science and engineering practices through the lens of recurring themes to develop explanations for phenomena.** Materials present phenomena using photos, such as a pool cue poised in front of a ball on a pool table, a magnified image of a circuit board, and a bear with a fish in its mouth at the beginning of each TREK. Materials prompt students to describe what they see, think, and wonder when looking at the photo. Students are guided to use qualitative and quantitative terms, formulate questions, and develop their own explanations about the phenomenon. **Students do not explore, investigate, or apply any SEPs or RTCs to explain the phenomenon.**
- Materials provide limited opportunities for students to develop, evaluate, and revise their thinking as they figure out phenomena and solve problems. Students are able to reflect on their phenomenon and apply their new learning in the final slides. Materials do not provide teacher guidance on how to facilitate or guide students through making sense of phenomena. Students only make observations about the image on the slide; **the materials do not explain the connection of the phenomena to the activities they later complete within the TREK.** After viewing the phenomenon and reading an explanation, students observe, write, read, answer questions, complete vocabulary tasks, and answer STAAR-like questions. **This process does not adequately provide students with opportunities to develop, evaluate, and revise their thinking about phenomena.**

Publisher Response: In reference to all bold statements above, they are incorrect for each of the corresponding SEPs and RTCs in the samples corresponding to Practice A were approved by the SRP and TRR. Each now clearly and accurately presents and connects grade-level specific core concepts, Recurring Themes & Concepts (RTCs), and Scientific & Engineering Practices (SEPs). A Custom Investigation Handout (CIH) now allows students to plan and conduct descriptive (see links to 5.6BC Mixtures & Solutions) and simple experimental investigations (see links to 5.12A Interdependence). Further, the CIH now ensures that students have the option to use tools or equipment to investigate concepts. The photos and simulations at the beginning of the activity are phenomenon presented (i.e., What Is Happening? Slide 4) to connect the content, SEPs and RTCs. We make this clear in the Teacher Instructions and the Digital Student Journal (see both corresponding to Slide 3 and through to Slide 11 or 12). Thus, they are asking questions, using models to construct explanations, and determining how to test their model.

Locate Slide 7, 10 and 11 of the Digital Student Journal. In Slide 7, we establish explicit connections to Systems (RTC 5.5D) per a healthy ecosystem (content TEK 5.12A) as addressed in the phenomenon observed. Once Slide 10 is reached, Cause and Effect (RTC 5.5B) per causation to test variables relative to plant growth is established. In Slide 11, connections between Systems Models and Cause and Effect are made. These additions and the process to connect RTCs is implemented in the 16 remaining TREKS per Practice A.

Once students reach the moment to plan and implement an investigation, students can use the Custom Investigation Handout if the teacher so chooses. Therefore, they determine variables, safety standards, construct their own data tables, graph data, etc. As a result, we met all SEP and RTC standards in response to the changes requested.

As for the statement, "This process does not adequately provide students with opportunities to develop, evaluate, and revise their thinking about phenomena," we do not agree. In the same example per 5.12A Interdependence Practice A, students revisit their initial observations and explanations of the phenomenon. See Slide 31. The prompt states, "How did this phenomenon support the development of your understanding of the cause-and-effect relationship between biotic and abiotic factors as evidenced in this system model?" This is replicated across all 17 TREKS.

5.6BC Mixtures & Solutions - Practice A Teacher Instructions

https://docs.google.com/document/d/1AeZIB98_sk67vAozKJNcXJQ6NPO4noLsGsFwJI6OFVU/edit?usp=sharing

5.6BC Mixtures & Solutions - Practice A Digital Student Journal

https://docs.google.com/presentation/d/13PesXtDWCD03I410eH_bZUDed62m6wJq_2aDE0vDeM8/edit?usp=sharing

5.6BC Mixtures & Solutions - Practice A Custom Investigation Handout

https://drive.google.com/file/d/1e7y_tPCV0y7fIFjtVSnBztfwjALCPN-A/view?usp=drive_link

5.12A Interdependence - Practice A Teacher Instructions

<https://docs.google.com/document/d/16twWD-tn3uQHvPuPrkflW1IYZtONgZB0qnvuSPaCBOQ/edit>

5.12A Interdependence - Practice A Digital Student Journal

https://docs.google.com/presentation/d/1XVaAkn_jwn5CRusvcFUjG2yYsqf0o1ZFM8BBKJSWds/

[edit?usp=sharing](#)

5.12A Interdependence - Practice A Custom Investigation Handout

<https://drive.google.com/file/d/11jQBUYIZDcjEjWA6wc1skDga0dUG986c/view?usp=sharing>

2.2.3

Materials clearly outline for the teacher the scientific concepts and goals behind each phenomenon and engineering problem.

The report states:

- Materials provide some teacher guidance about the scientific concepts and goals behind each phenomenon. In Recall, Practice B, and Apply, in reference to the phenomena images and follow-up questions, the answer key states, "There is no correct or uniform answer for these connections. However, students should be able to relate information from 3rd, 4th, and possibly 5th grade to these terms using examples they have either directly observed or learned about previously." The answer key directs teachers to, "Be sure to provide time for students to make observations about the image before moving on to the description on the next slide." **Still, the answer does not include specific information about scientific concepts and learning goals related to the phenomenon. For Practice A, students observe, describe, and investigate the Materials clearly outline for the teacher the scientific concepts and goals behind each phenomenon and engineering problem.**

Publisher Response: In Recall, Practice B and Apply, a phenomenon is used as a hook to engage students in observations to make connections with content. Following the slide, we provide specific information about specific concepts related to the phenomenon. See TREK 512A accordingly per the link below.

<https://privatetea.rpatreks.com/trek/5-12a-interdependence/>

Indicator 3.1, Grade 5

The report states:

- Materials clearly and accurately present some grade-level-specific core concepts, recurring themes and concepts, and science and engineering practices. Some mastery requirements of the materials are within the boundaries of the main concepts of the grade level.

Publisher's Response: The report implies that TREKs "Materials clearly and accurately present some grade-level-specific core concepts, recurring themes and concepts, and science and engineering practices." If we've met 100% of the 5th grade Science standards per the SRP, the accuracy of the content as presented shouldn't be up for question. Further, we did not receive SRP feedback regarding any inaccurate content to be corrected. This was part of our TRR appeal.

As for the statement, TREKs "are partially designed to build knowledge accurately," we, again, remind the reviewer's that we are a supplemental curriculum designed for review, practice and intervention. Each segment of a TREK is created to model the standards in ways that students would experience them during primary instruction (i.e., investigations, academic vocabulary, Science literacy, and problem-solving sets). Students logically play a supplemental role in various areas of the 5E instructional model, especially that at the Explain and Elaborate levels. Thus, the teacher has the discretion to determine where segments best fit to ensure student mastery of the standards.

3.1.1

Materials are vertically aligned and designed for students to build and connect their knowledge and skills within and across units and grade levels.

The report states:

- The materials connect some new learning to previous and future learning within and across grade levels. The materials contain an Overview for each TREK that lists the upcoming TEKS in Looking Ahead and previously taught TEKS in Looking Behind; however, **the materials do not show the connection of past and future TEKS to the activities provided in the materials.** The materials only list the objectives to show a connection to future grade levels. Mostly embedded in the Recall and Practice A segments of each TREK, the Overview of each TREK notes the prerequisite TEKS. For example, the Recall segment of each TREK includes vertically aligned narratives and activities relative to content and vocabulary taught in grades 3 and 4. This is recognized in the Teacher Instructions per the Vocabulary Check and Apply Academic Terms sections. **The materials do not directly state when the activities apply to previously taught TEKS.** For example, in TREK 5.6BC Looking Behind, materials list the science TEKS 3.6B, 4.6B, & 4.6C, and in Looking Ahead, Middle School TEKS 6.6B, 7.6D, 7.6E, and 8.6A. **Materials do not state how content connects to past and future learning from other grade levels. The materials do not provide a vertical alignment or scope and sequence to see the flow of complexity.**

Publisher's Response: We provided evidence of a scope and sequence and that of our interleaved model in the RPA Framework & TREK Guide

The reviewer states there are no connections to past and future content. This is incorrect. In the Overview, there's a general reference to both and is intended for teacher understanding in preparation for the TREK. In the Teacher Instructions specific to each segment, we include summaries of said connections for the teacher. In the Digital Student Journals of segments, students do experience the same explanations and connections. The clearest examples happen in the Recall segment, for this is where we intentionally review prior knowledge relative to the appropriate 3rd and 4th grade Science TEKS standards. Thus, the Recall segment activates schema, reviews previous vocabulary in context and application and bridges content knowledge and skills to the appropriate 5th grade TEKS. Such connections are also complemented in Practice A. See samples in TREK 5.12A below.

As for the statement regarding lack of a scope and sequence, this is incorrect. A general and detailed interleaved model are included in the RPA Framework & TREK Guide. RPA TREKS is a supplemental Science curriculum that is aligned to interleaved practice. It is a valuable instructional approach that involves systematically alternating and changing topics or concepts during learning and review sessions. Instead of focusing on one topic extensively before moving on to the next, interleaved practice prompts students to retrieve and apply their knowledge across multiple topics within science. This method challenges students to make connections, recognize recurring themes and concepts, and develop a more comprehensive understanding of the subject matter. By interleaving topics, students have to exercise more effort while engaging in deeper thinking and problem-solving. This approach requires them to actively retrieve and apply knowledge from memory, fostering long-term retention and transfer of learning. Over time, interleaved practice helps students become more proficient at extracting scientific principles that distinguish and make connections between different concepts and problems. This practice also prepares them for more complex, unfamiliar scientific situations in the future. See our suggested scope and sequence with interleaved practice in the RPA Framework & TREK Guide included in this response.

5.12A Interdependence - Recall Teacher Instructions

https://docs.google.com/document/d/1Ea149O_LxarONJWag4lUc2KUwUUuJeCrMhQmEHBQr_aE/edit?usp=sharing

5.12A Interdependence - Recall Digital Student Journal

https://docs.google.com/presentation/d/1ElqXY3wh9u7Ka2q3hVUUb9oNKdZ4s0T-AG_y6MLcJNTc/edit?usp=sharing

5.12A Interdependence - Practice A Teacher Instructions

<https://docs.google.com/document/d/16twWD-tn3uQHvPuPrkflW1lYZtONqZB0qnvuSPaCBOQ/edit>

5.12A Interdependence - Practice A Digital Student Journal

https://docs.google.com/presentation/d/1XVaAkn_jwn5CRusvcFIJjG2yYsqf0o1ZFM8BBKJSWds/edit?usp=sharing

3.1.2

Materials are intentionally sequenced to scaffold learning in a way that allows for increasingly deeper conceptual understanding.

The report states:

- Materials are mostly intentionally sequenced to scaffold learning in a way that allows for an increasingly deeper conceptual understanding. For example, TREKS 5.10C Landforms includes a Recall section that includes a slide with a reading on how Earth is changing and provides a slide for students to practice vocabulary but is limited in how it builds on prior knowledge, and **there are limited opportunities for students to extend their understanding beyond the focus of the current TREK.**
- Materials provide some intentional sequencing to scaffold learning. For example, TREKS 5.10C Landforms Practice A slide 7 Investigation Planning asks students to “actively read a preparation to begin modeling landforms.” After students complete a drag-and-drop sorting of the hypothesis and variables, students write Earth’s process based on the description of the effect and cause. Students then select examples of the different types of landforms before moving on to describing the variables of five different landform models. **Students respond to questions, but the experiences provide little to develop a deeper understanding that would come through developing a physical rather than simulated model to depict relationships and form explanations.**

Publisher’s Response: In response to the reviewer’s descriptions of what students do in TREKS such as 5.10C Landforms, there’s nothing random about what a student will accomplish in each. The Recall segment reviews prior knowledge relative to the appropriate 3rd and 4th grade Science TEKS standards. Thus, it activates schema, reviews previous vocabulary in context and application and bridges content knowledge and skills to the appropriate 5th grade TEKS standard as practiced in Practice A, Practice B and Apply. The Practice A segment provides practice with varied investigation types, scaffolds scientific and engineering practices and integrates math skills. The Practice B segment features second-hand investigations in the field and lab, promotes science literacy and integrates reading skills. The Apply segment highlights real-world scenarios, cultivates solution-oriented learning and applies the Claim-Evidence-Reasoning model.

The reviewer states “there are limited opportunities for students to extend their understanding beyond the focus of the current TREK” and that “Students respond to questions, but the

experiences provide little to develop a deeper understanding that would come through developing a physical rather than simulated model to depict relationships and form explanations." TREK segments are the actual supplemental opportunities teachers will use to extend their students' understanding beyond the focus of their primary curriculum. In similar fashion, the simulated models in Practice A and interactives in other segments are supplemented once students have created physical models per the primary curriculum. However, teachers can prepare to have students do so with the use of the Practice A Custom Investigation Handout.

Indicator 3.1.3

Materials clearly and accurately present grade-level-specific core concepts, recurring themes and concepts, and science and engineering practices.

The report states:

- "...The content and tasks within each TREK do not include all of the concepts, RTCs, and SEPs listed in the overview...."

Publisher Response:

The Overview of each TREK has been improved where noted RTCs and SEPs can be located in a segment per the Integrated Standards Alignment section. The concept TEKS is addressed and connected more specifically via a three-dimensional approach in Practice A of every TREK because it is intentionally designed to meet this requirement. This is noted in the appeal that was accepted and reported in the LCEC.

- For example, materials in the TREKs 5.6AD Physical Properties of Matter Overview list the Central Concepts about physical properties that include students describing, testing, and comparing physical properties. The overview also includes a list of several SEPs, including asking questions and defining problems, constructing organizers, analyzing data, communicating explanations in various settings, researching and exploring resources to investigate STEM careers, using tools, and using mathematical calculations. Materials also list RTCs students will use in the TREK, such as use scale, proportion, and quantity to describe, compare or model different substances. Students view slides during the TREK activities and complete drag-and-drop and short-answer questions. In Practice A, materials list another SEP—5.4A Explain how scientific discoveries and innovative solutions to problems impact science and society," followed by the statement, "Students read about the discovery of insulating containers and write about its impact on science and society." **The task does not fully reflect the SEP standard. For example, 5.12A Practice Custom Investigation Handout allows students to complete a custom investigation.**
- The materials present core concepts, recurring themes and concepts, and science and engineering practices (SEPs) in every Practice A segment, but no other segments. For example, in the Overview for TREK 5.11 Natural Resources, **the Apply section lists Scientific and Engineering Practices as it relates to the TEKS "5.1C Demonstrate safe practices during field investigations as outlined in Texas Education Agency-approved safety standards. and 5.4A Explain how scientific discoveries and innovative solutions to problems impact science and society."** Teachers can see the activity described in the Overview "Students embark on a task-based problem-solving real-world scenario with a mission to help Uncle Mike design a water conservation plan for his farm." **Materials do not state when the SEP for safety practice is utilized within the tasks in the TREK. While the text portion of the TREK provides accurate information about how deltas are created, students do not get to develop models to construct an explanation for themselves.**

Publisher's Response: The appeal for this indicator was TRR and SRP approved. The Custom Investigation Handout and the added steps in the Digital Student Journals in Practice A per Slide 3 to 11 or 12 to more accurately align the SEPs, such as 5.1 and 5.2, and relative RTCs to the content with a hands-on investigation. Thus, statements in the bullets should be corrected accordingly. For example, "Materials do not state when the SEP for safety practice is utilized within the tasks in the TREK." or "students do not get to develop models to construct and explanation for themselves" should be addressed. All have been fixed and reported in the LCEC. This is also addressed in the Teacher Instructions of other segments, such as Apply, and is marked with spotlight boxes that draw the teacher's attention to the specific area of implementation.

3.1.4

Mastery requirements of the materials are within the boundaries of the main concepts of the grade level.

Publisher's Response: The response noted above per 3.1.3 suffices here to address the same statements regarding the lack of opportunities to develop models to construct explanations.

Indicator 6.1, Grade 5

6.1.1

The report states:

- Materials do not include guidance about the presence of formative assessments in any variety of formats to measure student learning and determine the next steps for instruction. The materials do include all new Science STAAR question types (i.e., Hotspot, Drag and Drop, Multipart, Multiselect, Short Constructed Response, and Hot Text).
- Materials do not include summative assessments in a variety of formats. Materials do not contain assessments at the end of a unit to evaluate student learning. Each TREK Practice A, B, and Apply supply two questions but does not contain a summative assessment after the TREK covering each of the segments.

Publisher's Response: The RPA Framework & TREK Guide has been updated to provide guidance about the presence of formative assessments in a variety of formats. Currently, our assessments are embedded in the segments during the practice of the standards. As for summative assessments that are found at the end of a unit, RPA TREKs does not provide those at this time.

6.1.2

The report states:

- The materials assess all student expectations except 5.6D, as outlined in the TEKS, by grade level. In the TREKS framework, the materials indicate how the materials align with the curriculum for the 5th grade TEKS in a manner that is easily identifiable by the teachers.

- The materials do not indicate which student expectations are assessed. The materials do not provide an assessment table that indicates which student expectations are assessed. Each TREK targets a specific TEK. The materials overview page outlines what SEP and RTC are addressed in each segment of the RPA Framework. Materials do not specify which TEKS is being assessed in the two questions provided in Practice A, Practice B, and Apply for TREKS 5.6AD and TREKS 5.6BC, where two TEKS are combined in instruction.

Publisher's Response: We have addressed the error regarding the assessment of 5.6D and reported so in the LCEC. Similarly, we will update the Teacher Instructions to reflect the TEKS standards and assessment question type for each item in Practice A, Practice B and Apply.

6.1.3

Materials include assessments that integrate scientific concepts and science and engineering practices with recurring themes and concepts.

The report states:

- It is unclear which specific scientific knowledge and science and engineering practices with recurrent themes are being assessed in the questions because TREKS does not label those slides with the SEP or RTC TEKS.

Publisher's Response: We have addressed the Teacher Instructions to reflect the RTC and SEP TEKS standards and assessment question type for each item in Practice A, Practice B and Apply. This is reported in the LCEC.

Indicator, 6.2

6.2.2

Materials support teachers' analysis of assessment data with guidance and direction to respond to individual students' needs, in all areas of science, based on measures of student progress appropriate for the developmental level.

The report states:

- **Materials do not provide guidance documents and resources to support teachers' analysis of assessment data. Materials do not include a diagnostic assessment or formal assessment after each TREK.** It does include small formative assessments embedded in the TREKS. Materials provide an answer key and no other support for analysis of the formative assessments.
- **Materials do not provide guidance documents and resources to support the teacher's interpretation of the data.** Materials state, "Our expert STAAR® analysis strongly informed ideas for each segment of TREKS. We know where students struggle most with essential knowledge and skills. Our content and context align with the new question types in STAAR® 2.0." Materials provide four segments that can be assigned for student practice but do not provide guidance and tools for responding to data. It does provide a Scope and Sequence order for assigning TREKS.
- **Materials do not provide guidance and tools to support teachers in responding to data to inform instruction.** For example, RPA Framework TREK Guide does not include teacher guidance and direction to respond to individual students' needs. Materials state that the teachers are to Use

Assessment Questions to Monitor Progress and Target STAAR 2.0 Success, but materials do not guide teachers with the next steps.

- **Materials do not include assessment tools that yield data teachers can easily analyze and interpret.** Materials provide data tools to analyze the completion and grades of TREKs, but no assessments are provided in the materials. For example, the online TREKS platform contains a tab titled Assignments lists student Status in segment completion, Progress Score (%), and Grade. Each segment does include 2 STAAR-like problems but no individual assessment in the materials.

Publisher's Response: As a supplemental curriculum, we determined that we would serve a very specific space in the assessment of student learning. Thus, we decided on the development of formative assessments. The first is the STAAR-like questions informed by state released assessments and new question types, for the use of TREKs for review, practice and/or intervention occurs while learning is taking place. Additionally, other formative assessment options are embedded in the segments, including reflection and conclusion questions as well as student self-evaluation strategies. Thus, a teacher can observe student performance to determine if a segment should be utilized again or modified in order to make progress towards mastery.

The grading feature provides an instant look at performance for both the student and the teacher. Further, teachers can provide just-in-time feedback to students at any point in their completion of a segment. Though they are graded, the purpose is to use the formative assessment types to identify areas for growth.

Indicator 6.3

6.3.4

Materials include guidance to offer accommodations for assessment tools that allow students to demonstrate mastery of knowledge and skills aligned to learning goals.

Publisher's Response: We addressed the feedback for this indicator partially relative to ELPS accommodations. It was the one area we could make changes to within the response window. Thus, the ELPS strategies are now included for teachers to use in the Pulling It Together assessments in Practice A and other segments and was provided in the LCEC for all TREKs.

See link to 5.6AD Physical Properties of Matter Practice A and Apply Teacher Instructions below.
https://docs.google.com/document/d/1VUGHvIUtoISHo_Y4vm9ltDay_WPNRjuNC5B9pBawR8/edit#bookmark=id.dbzftkz6et4v

As for our point in the initial appeal regarding other accessibility requirements that are due March 2024 per the Proclamation 2024 guidelines, we recommend that your team take the mandated timeline into consideration. We have a whole host of elements that will meet the accessibility requirements by the required time. For now, we will describe those accessibility standards and further it with the following in the RPA Framework & TREK Guide:

- **Oral Administration:**

Preparation: For students who require more personalized assistance, consider offering oral administration of the assessment. Prior to the assessment, identify the students who will benefit from this accommodation.

Quiet Environment: Ensure the testing environment is quiet and free from distractions to facilitate a comfortable setting for oral administration.

Read Aloud: Sit with the student individually or in a small group and read the assessment questions and answer choices aloud. Remain neutral in tone and pace to provide consistency across all students.

Clarifications: Be prepared to provide clarifications or rephrase questions if students request further explanation. Avoid giving away answers but offer support in understanding the content.

- **Transcribing for Student Access:**

Identify Needs: Identify the students who will require transcription support through the dictation tool. These are students who have difficulty typing and need their spoken responses transcribed.

Designate a Scribe: Assign a scribe who can transcribe the student's spoken responses onto the digital platform. This could be the instructor, a teaching assistant, or a peer.

Clear Communication: Ensure that the scribe understands the importance of accurately transcribing the student's responses without altering their meaning.

Review with Student: Once the assessment is transcribed, review the answers with the student to confirm accuracy and make any necessary corrections.

- **Using a Dictation Tool: (We recommend the use of the Microsoft® Edge browser for dictation)**

Identify Needs: For students who may have difficulty typing their responses, identify those who require transcribing of their answers.

Implementation: Before the assessment begins, ensure that each student's computer is set up with the Microsoft® Edge browser. Instruct the students to navigate to the assessment using the Edge browser.

- **Opening the Dictation Tool:** Once students are on the assessment page, direct them to the text box where they need to input their response. Instruct the students to press the Windows key and the H key simultaneously to open the dictation tool.
- **Dictating Responses for Transcription:** Students will see a microphone icon. Instruct them to click on the microphone icon to start dictating their response for transcription. Remind students to speak clearly and at a normal pace to ensure accurate transcription.
- **Completing the Assessment:** Once the response is transcribed and edited, students can proceed to the next question or task as usual. Provide support if any technical issues arise or if students encounter challenges during the process.

Indicator 7.1, Grade 5

Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.

Publisher's Response:

As of the August 8, 2023 appeals deadline for this indicator, we are unable to determine why our appeals were not recorded. It is possible that it is human error on our behalf. However, we do have a copy of what was submitted and is noted below. The TRR team further researched the

issue and were unable to locate our responses. They did offer an opportunity to respond to factual errors or omissions. We submitted them accordingly and are also below.

The report states:

- The materials do not meet the criteria for this indicator. Materials do not include guidance, scaffolds, supports, and extensions that maximize student learning potential.
- Materials do not provide recommended targeted instruction and activities to scaffold learning for students who have not yet achieved mastery. Materials do not provide enrichment activities for all levels of learners. Materials do not provide scaffolds and guidance for just-in-time learning acceleration for all students.

Publisher's Response:

FACTUAL ERROR:

The RPA Framework & TREK Guide was designed to provide targeted activities to scaffold review, practice or intervention for students who have not yet achieved grade-level mastery. As a supplemental Science curriculum, our varied, engaging and interactive activities are designed in TREKs that seamlessly integrate prerequisite knowledge, scientific investigations, STEAM enrichment, cross-curricular science and reading literacy, reflection and problem solving. Teachers can implement each segment of the Recall-Practice-Apply model as scaffolded in each TREK consecutively or independently when targeted review, practice or intervention is needed. Specific to just-in-time learning acceleration, the Apply segment in each TREK meets this need as it highlights real-world scenarios and cultivates solution-oriented learning. Teachers have the autonomy to determine pace and approach (i.e., whole, guided, independent, one-to-one, or small group).

In the enclosed RPA Framework & TREK Guide submitted throughout the TRR appeals process, teachers are provided instructions for preparation and implementation, including differentiation, as well as a scope and sequence with considerations for interleaved practice and test review timelines. Please see the link below.

We believe it is important for the report to be updated to include this language here and in other bullets for this indicator noted below by RPA TREKs.

7.1.1

Materials provide recommended targeted instruction and activities to scaffold learning for students who have not yet achieved grade-level mastery

The report states:

- TREKS instructional design allows students to experience concepts through Recall of concepts and vocabulary. Practice A and B are presented through simulated investigations. The Apply section uses their skills to complete a simulated mission to demonstrate their understanding.

Publisher's Response:

FACTUAL ERROR:

Our definitions of each segment are provided below. We recommend they be accurately reflected here in the report.

The Recall segment reviews prior knowledge relative to the appropriate 3rd and 4th grade Science TEKS standards. Thus, it activates schema, reviews previous vocabulary in context and application and bridges content knowledge and skills to the appropriate 5th grade TEKS standard as practiced in Practice A, Practice B and Apply.

The Practice A segment provides practice with descriptive and experimental investigation types that align to and thread connections between content, scientific and engineering practices and recurring themes and practices.

The Practice B segment features second-hand investigations in the field and lab, promotes science literacy and integrates reading skills.

The Apply segment highlights real-world scenarios, cultivates solution-oriented learning and applies the Claim-Evidence-Reasoning model.

We believe it is important for the report to be updated to include this language here.

- The idea that students get several times to understand the concepts through the RPA cycle provides opportunities for students to repeat as necessary for mastery. Materials do not provide resources for targeted instruction and differentiation. For example, TREK 5.12A, Interdependence, Practice B, includes teacher guidance for students to master the material. Materials state, "If students struggle to identify basic needs, remind them that in Practice A, it was determined that all organisms required both biotic and abiotic factors to survive in a healthy ecosystem. Students should identify the biotic and abiotic factors noted in the journal entries." If the teacher follows the Scope & Sequence Interleaved Practice, the students complete Practice B before Practice A, and the guidance does not apply.

Publisher's Response:

FACTUAL ERROR:

As for the example that references TREK 5.12A, the reviewer states, "If the teacher follows the Scope & Sequence Interleaved Practice, the students complete Practice B before Practice A, and the guidance does not apply."

This is incorrect. In our Interleaved Scope & Sequence, Practice B is suggested after Practice A. Please see the screenshot below. The link above to the RPA Framework & TREK Guide provides the same reference.

We believe it is important for the report to be updated to include this language here.

- Some of the TREKs Overviews include an Integrated Standards Alignment that includes a list of Grades 3 and 4 TEKS that relate to the TREK. For example, TREKs 5.6AD lists three Grade 3 TEKS and one Grade 4 TEKS. The Overview for 5.12A does not contain a Standards Alignment. The Recall segment refers back to previous years of what students should have learned. There are pictures, graphs, and text for students to support science vocabulary and concept development. For example, during Recall, TREK 5.12C materials provide students with multiple opportunities to practice vocabulary. Students also use graphic organizers to organize their thinking and understanding of vocabulary words. Teachers are provided with the answer keys to the Recall segments. Materials do not include recommendations for students who do not grasp the materials provided in the slide.

Publisher's Response:

The error noted per the Integrated Standards Alignment (ISA) section of the TREK 5.12A Overview has been corrected and noted in the LCEC submitted on August 16, 2023. See below. It is important to note that the "Looking Behind" and "Looking Ahead" sections of the ISA are intended for reference. In every Recall segment, however, the 3rd and 4th grade Science TEKS standards noted are addressed as described here by the reviewer. The middle school Science standards noted are addressed where needed in specific TREKs.

Looking Behind: Grades 3 and 4

Science

3.12A Explain how temperature and precipitation affect animal growth and behavior through migration and hibernation and plant responses through dormancy.

4.12A Investigate and explain how most producers can make their own food using sunlight, water, and carbon dioxide through the cycling of matter.

Looking Ahead: Middle School

Science

6.12A Investigate how organisms and populations in an ecosystem depend on and may compete for biotic factors such as food and abiotic factors such as availability of light and water, range of temperatures, or soil composition.

8.12A Explain how disruptions such as population changes, natural disasters, and human intervention impact the transfer of energy in food webs in ecosystems.

- Materials do not provide additional resources for targeted instruction and differentiation to support students who have not yet achieved mastery. Materials state that the program is intended to "Bring differentiated instruction together with Tier 2 and Tier 3 support. Varying learning needs are addressed organically through the focus of each segment." Materials state that there are options to assign each segment for small, group, independent practice, intervention, and test preparation. Materials do not provide any instruction or additional resources to target instruction and differentiate.

Publisher's Response:

FACTUAL ERROR:

RPA TREKs is a supplemental Science curriculum. As teachers implement primary Grade 5 Science curriculum materials over the school year, they use TREKs as the additional resource for targeted review, practice and intervention when students have not yet achieved mastery. See the RPA Framework & TREK Guide in this document. We provide recommendations for implementing each segment both in teachers' 5E instructional model and especially the "TREKs Suggested Scope & Sequence with Interleaved Practice" section for detailed guidance on interleaving practice with various TREKs segments across the scope of the school year.

As for the note regarding differentiation, it is incorrect to state that our product is void of this. Teachers can determine how students work on the same content, Scientific & Engineering Practices (SEPs) and Recurring Themes & Concepts (RTCs) with the flexible options in TREKs and the process by which they are provided. For example, in the RPA Framework & TREK Guide, small groups are suggested when needed and segments can be assigned as such in the Assign

feature. Further, time modifications are suggested. Even though we note the estimated time to implement each segment, we encourage modifications to extend time for struggling learners.

We believe it is important for the report to be updated to include this language here.

7.1.2

Materials provide enrichment activities for all levels of learners.

The report states:

- The materials do not provide enrichment activities that account for learner variability. The materials do not include teacher guidance, and additional resources encourage exploration and application of grade-level science knowledge and skills in a variety of ways, including applying new learning to things such as project-based explorations. For example, in TREK 5.10B, Apply, students participate in a mission to conduct research. The materials ask the student to complete a research proposal to determine if an exoplanet can support life. The materials provide slides that the student can interact with by reading, filling in blanks, dragging, and dropping information to complete the mission. The materials do not include any enrichment activities for further study of sedimentary rocks and their formation.
- For example, in TREK 5.9A, Apply, students complete a mission to help a friend find their way after getting lost. The student completes skills practice slides on interpreting a map, identifying patterns of shadows, and using tools for analysis. To complete the mission, the student responds to questions. Students make a claim about shadow length throughout the day and provide evidence for the claim. The student also chooses a reasoning statement from a list of options. Materials do not include enrichment extensions for further study of maps, shadows, and navigation tools.

Publisher's Response:

FACTUAL ERROR:

The Apply segment is an enrichment activity that highlights real-world scenarios, cultivates solution-oriented learning and applies the Claim-Evidence-Reasoning model. There are different skills practiced and varied results to be reached across all 17 TREKs. As a supplemental Science curriculum, we don't further suggest other enrichment extensions at the conclusion of Apply activities. We assume that the teachers' primary curriculum does so. We do embed steps students complete, such as research and skills practice, to reach a solution to the problem scenario. As for considering learner variability, we share that the Apply segment is suited for students at grade level or an advanced level. See the link to Apply for TREK 5.12A below.

Various Practice As contain STEAM Extensions, which we specifically intend for optional differentiated enrichment activities. See that for TREK 5.12A below. It is an art-focused extension. Others are for math or engineering. As for considering learner variability, we share that the Apply segment is suited for students at grade level or an advanced level.

5.12A Interdependence - Practice A Teacher Instructions LCEC Copy

https://docs.google.com/document/d/16twWDtn3uQHvPuPrkfLW1IYZtONgZB0qnvuSPaCBOQ/edit?usp=drive_link

5.12A Interdependence - Practice A Digital Student Journal LCEC Copy

https://docs.google.com/presentation/d/1XVaAkn_jwn5CRusvcFLJjG2yYsqf0o1ZFM8BBKJSWds/edit?usp=drive_link

5.12A Apply Digital Student Journal

Use the information below to login into our portal before clicking this link.

<https://privatetea.rpatreks.com/tl/courses/5-12a-interdependence/lessons/5-12a-apply/>

We believe it is important for the report to be updated to include this language here.

7.1.3

Materials provide scaffolds and guidance for just-in-time learning acceleration for all students.

The report states:

- The lessons do not include recommendations for just-in-time scaffolds to develop productive perseverance of learning in the moment. Materials provide a teacher overview and answers to slides. Materials do not provide additional support or tips for teachers if students continue to struggle with mastering the content. In Practice A Investigation: Planning, an answer key is provided along with a description: "Students review the physical properties of the three materials. Recall that students will recognize the mechanical methods to separate beads based on their physical properties. Wood and plastic beads will float, and metal beads can be magnetic if they contain iron." Additional information or tips are not provided if students do not master the task.
- Lessons do not provide support and resources for students who are ready to accelerate their learning. Materials state a supplemental learning model to streamline reteaching and are designed for versatile delivery for any classroom setting and for all learners. Through the TREKs, students follow the same structure between each segment. However, no resources or support are provided for students to accelerate their learning.

Publisher's Response:

FACTUAL ERROR

The RPA segments provide scaffolds and guidance for just-in-time acceleration for all students, particularly in Practice A and Apply.

As for Practice A STEAM Extensions and Apply segments, both are intended for acceleration as learning reflects real-world and problem-based scenarios. Practice A STEAM Extensions are included in a few TREKs. Extended learning is addressed in a variety of activity types, including non-linguistic representation of data, like that in the Flower Art Graph in TREK 5.12A. See the link below. As for considering learner variability, we share that the Apply segment is suited for students at grade level or an advanced level. In the Apply segment, it is scaffolded to assist students as they work through the process to reach a solution to the problem presented. Additionally, teachers are given guidance on helping students answer the claim relative to the standards for which the TREK is aligned. As for considering learner variability, we share that the Apply segment is suited for students at grade level or an advanced level. See the link to Apply for TREK 5.12A below.

5.12A Interdependence - Practice A Teacher Instructions, Skills Practice: Line Graphs

<https://docs.google.com/document/d/16twWD-tn3uQHvPuPrkflW1YZtONgZB0qnvuSPaCBOO/edit#bookmark=id.my6buzvblwuk>

5.12A Interdependence - Practice A Digital Student Journal

https://docs.google.com/presentation/d/1nQnUAELim_jDkqdt_gSSJM9Y81bb3eAB_nf7zflCfY/e/dit?usp=sharing

5.12A Interdependence - Apply Teacher Instructions

https://privatetea.rpatreks.com/trek/5-12a-interdependence/#apply_slide_18

5.12A Interdependence - Apply Digital Student Journal

<https://privatetea.rpatreks.com/tl/courses/5-12a-interdependence/lessons/5-12a-apply/>

We believe it is important for the report to be updated to include this language here.

Indicator 7.2, Grade 5

7.2.2

Materials consistently support flexible grouping (e.g., whole group, small group, partners, one on one).

The report states:

- The materials support a **variety of instructional groupings** (e.g., whole group, small group, partners, one-on-one). The materials are designed for students to complete slides through the online platform. Materials state it is “easily projected for whole group, small group and independent practice.” **However, no guidance or suggestion is provided. For example, materials do state a clear purpose and learning goals for independent practice activities contained in units and lessons. The materials do not explicitly explain how to use their product in these different instances.** The slides are interactive and assignable to different students as needed, but consistent guidance is missing. **Lessons do not include explicit teaching but do provide opportunities for students to practice a routine for how to work independently in lab investigations.** All TREKs investigations are direct, descriptive, and comparative investigations where students complete activities to practice Science skills through data collection and finding evidence based on what they read and observe. In RREK 5.12B, Practice A, students collect and interpret data in a simulated comparative investigation about populations of consumers and producers in an ecosystem. They create models of ecological pyramids. They interpret a food web to predict the effects of the loss of a producer. The materials do not explicitly explain how to use their product in these different instances. The slides are interactive and assignable to different students as needed, but consistent guidance is missing. For example, in TREK 5.11A, Practice A, the student completes Digital Student Journal individually. Students review effective and non-effective strategies to communicate. Students select the correct response to a statement but do not discuss it with anyone.
- **The materials do not provide guidance to teachers on when to use specific grouping structures based on the needs of students. Materials do not supply a guidance document on instructional strategies that share information on the importance of providing multiple opportunities for students to learn from each other in science classrooms.** For example, materials allow the teacher to assign each TREK to individual students. The materials do not guide students working in groups or individually. Materials provide a digital journal that students complete individually, such as TREK 5.6AD, Practice A, which provides an investigation on jewelry making. The teacher's instructions do not contain instructions on flexible grouping.

Publisher’s Response: The RPA Framework & TREK Guide makes general suggestions for grouping students. As a supplemental curriculum, we are not providing detailed suggestions in every TREK. They are found in specific segments that directly relate to communication TEKS standards. We are making additional statements in the TREK Guide to help teachers understand where it would be

appropriate to use grouping in any setting. As a supplement, the teacher has autonomy to implement these activities at her/his discretion when informed by results of work completed with the use of the primary curriculum.

7.2.3

Materials consistently support multiple types of practices (e.g., modeled, guided, collaborative, independent) and provide guidance and structures to achieve effective implementation.

Publisher's Response:

RE-REVIEW OF APPEAL RESPONSE: We do not understand how we are not accepted as a supplemental curriculum that provides teachers with all of the options as noted in this indicator. It is what our entire curriculum is to address in the Science classroom.

Teachers have the autonomy to implement Recall, Practice A, Practice B or Apply in their daily instruction as part of modeling, guided practice, independent practice, intervention, or test preparation. The RPA Framework & TREK Guide, per pages 3 and 4, define this for teachers. Starting on page 6, we deepen teachers' reach with implementation of a scope and sequence, including interleaved practice. Further, the Assign tool allows teachers to address whole, small group and independent instruction and practice when making further decisions about support to mastery. We also promote student collaboration and discourse per scientific and engineering practices, particularly with Practice A and Apply. Links were provided accordingly above in the initial appeal and these same areas were accepted at the SRP for SEP 5.3B.

SRP Revised 5.12A Practice A Teacher Instructions

<https://docs.google.com/document/d/16twWD-tn3uQHvPuPrkflW1IYZtONgZB0qnvuSPaCBOO/edit#bookmark=id.gjid0q2tmk3x>

Do Not Meets in this area discredits the purpose of the product we created. We have piloted this for years and is a very integral reason why teachers have seen gains in their classrooms.

Indicator 7.4, Grade 5

7.4.2

Materials provide information to be shared with caregivers for how they can help reinforce student learning and development.

The report states:

- Materials do not provide resources and strategies for caregivers to help reinforce student learning and development. Materials do not provide resources and strategies for caregivers to help reinforce student learning and development. For example, in TREK 5.6BC, Mixtures & Solutions, Overview, there is no section or link to provide information to caregivers about supporting student learning and development in understanding scientific concepts about mixtures and solutions or how caregivers can reinforce learning at home.
- Materials do not provide at-home activities for caregivers to help reinforce student learning and development. For example, in TREK 5.9A, an ELPS Spotlight provides a strategy of visual scaffolding through the use of creating a multimedia presentation. Students reinforce their learning and understanding of rotation by conducting research and presenting the information using a digital tool. The teacher is to encourage them to use images, videos, and audio to support their content.

Students are able to reinforce their learning, but there is no indication that the students are to work on the assignment at home or with caregivers.

Publisher's Response: The Scope and Sequence on Page 5 of the RPA Framework & TREK Guide is public-friendly and teachers are encouraged to share with peers and home contacts for success in Grade 5 Science. Teachers can assign segments for homework and communicate this to caregivers. We will further update the guide to reflect more guidance here.

7.4.3

Materials include information to guide teacher communications with caregivers.

- Materials do not include teacher guidance for communicating with caregivers. As a Tier 2 and Tier 3 supplemental curriculum designed for teachers to help students with practice, intervention, and test prep, RPA TREKs does not produce programs to support communication between home and school. For example, in the RPA Framework & TREK Guide, the TREK Components states a brief paragraph of all components. Information to guide teacher communication with caregivers is not listed. Materials provide guidance in the Teacher's Instructions providing implementation tips, answer keys, and ELPS strategies but no guidance in communicating with caregivers. The RPA Framework & TREK Guide gives teachers guidance on when and how to assign materials and how to navigate the program but does not guide teachers in communication with caregivers.

Publisher's Response: The Scope and Sequence on Page 5 of the RPA Framework & TREK Guide is public-friendly and teachers are encouraged to share with peers and home contacts for success in Grade 5 Science. Teachers can assign segments for homework and communicate this to caregivers. We will further update the guide to reflect more guidance here.