November 29, 2018

SUBJECT: Instructional Materials Quality Evaluation (IMQE) Response to Rubric Feedback

Written into statute in 2017 (Texas Education Code § 31.081 and § 31.082), TEA will conduct an independent analysis of instructional materials to evaluate their quality. The resulting reviews will provide local education agencies (LEAs) across Texas with free, clear, and user-friendly information about the quality of materials, which LEAs may choose to use as part of their local review processes.

As a part of this process, the agency will ensure the definition of quality is transparently communicated via Instructional Materials Quality Evaluation (IMQE) rubrics that will be used to assess all instructional materials. TEA, in partnership with a third-party evaluator, developed a draft rubric specific to Texas and the TEKS in English language arts and reading (ELAR) to support the launch of the IMQE pilot.

This rubric was initially shared with SBOE members, regional administrators, and focus groups of Texas school districts in early October of 2018. The rubric was then sent to multiple TEA email lists that include over 43,000 subscribers for feedback. Finally, it was shared with publishers for feedback. These efforts resulted in feedback from more than 450 individuals. TEA has made enhancements to the draft rubric based on trends in feedback from stakeholders.

This memo provides a sampling of changes made to the rubric based on the feedback received from stakeholders. For reference, both the original and final rubrics can be found at the links below:

- Link to *original draft* pilot rubric for ELAR 3–8:
  https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539626543
- Link to *final* pilot IMQE rubric for ELAR 3–8:
  https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539627015

Feedback	Sample Before	Sample After
Build out the scoring methodology, including the use of a 4-star scoring system	NA	★★★★: Materials require very little work on the part of the teacher and/or LEA to ensure the materials support rigorous grade-level instruction ★★★: Materials require a reasonable amount of work on the part of the teacher and/or LEA to ensure the materials support rigorous grade-level instruction ★★: Materials require a significant amount of work on the part of the teacher and/or LEA to ensure the materials support rigorous grade-level instruction ★: Materials do not include all required submission components.

Feedback	Sample Before	Sample After
Add additional indicators to ensure rubric evaluates important criteria	NA	Materials contain **meaningful, interconnected tasks** that build student knowledge and provide opportunities for increased independence.
	NA	The visual design of the student edition (whether in print or digital) is **not distracting nor chaotic, but supports students** in engaging thoughtfully with the subject.
Update the language in multiple indicators to improve clarity and reduce redundancy	Over the course of the year, composition convention skills are applied in increasingly complex contexts, with opportunities for students to publish their writing.	Added clarifying text: • Grammar, punctuation, and usage are taught systematically, both in and out of context, and grow in depth and complexity within and across units.
Update the language in multiple indicators to better align to the new TEKS for ELAR	Nonfiction materials include texts of information, exposition, procedures, and documents.	Informational texts include texts of information, exposition, argumentative, procedures, and documents as outlined in the TEKS.
Add examples to help users of the rubric better understand the intent of each indicator	Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.	Materials provide planning and learning opportunities (including extensions and differentiation) for students who demonstrate literacy skills above that expected at the grade level. *For example, materials may provide instructional organization of projects that extend over time, options for extended rigorous study, and/or practice with literacy skills development above the grade level.*
Provide additional guidance on the usability of instructional materials	One category titled "Supports and Usability"	Two categories titled "Ease of Use and Supports for Implementation" and "Technology, Cost, and Professional Learning Support." Each contains multiple indicators to ensure materials provide supports that help educators at evey level of the system—teachers, campus administorators, and LEA supervisors—successfully implement the instructional materials.
Collect additional information from publishers on techonology integration	NA	Developed a technology specifications form for publishers to complete as part of the review process. The informtion captured in this form will provide LEA and campus staff with important information related to technology integration.
Instructional materials that address a higher percentage of the TEKS should score more points	Materials must achieve 51% or better alignment per SBOE process	50-74% TEKS coverage: 1 point 75%-100% TEKS coverage: 2 points

TEA will continue to use feedback from the pilot to refine the rubric for ELAR 3–8. After instructional materials have been reviewed in ELAR, new rubrics will be developed for other TEKS subject areas and grade bands. The agency will collect feedback from Texas educators and stakeholders before finalizing all new rubrics used to review materials on the IMP.

Contact specialprojects@tea.texas.gov with questions related to the Instructional Materials Quality Evaluation (IMQE), Instructional Materials Portal (IMP), and the pilot rubric for ELAR 3–8.