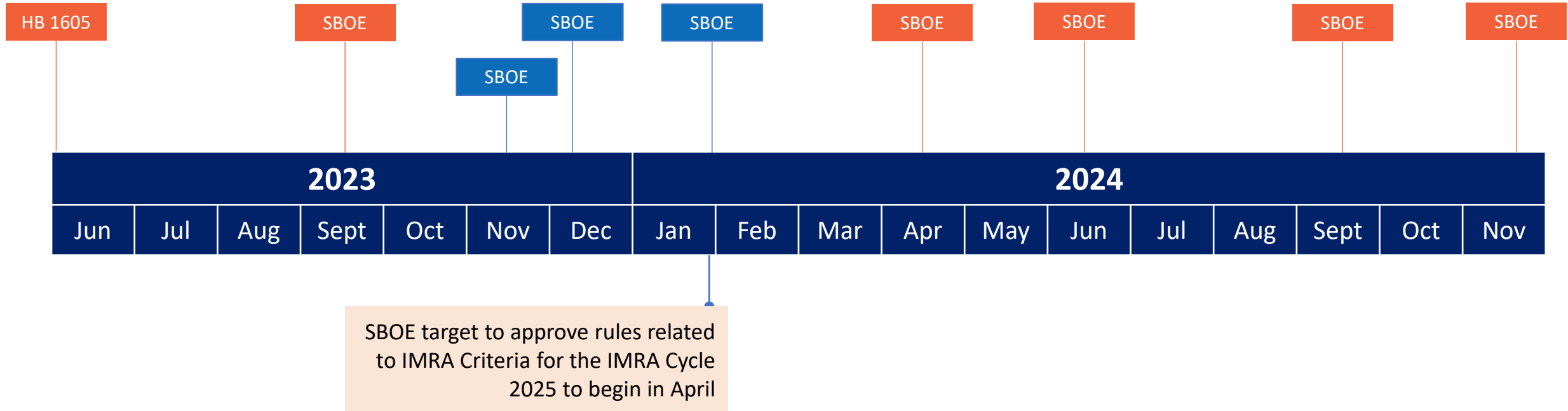




IMRA Criteria and Instructional Materials Contract Terms & Conditions

This item provides an opportunity for the State Board of Education (SBOE) to consider the criteria for the new Instructional Materials Review and Approval (IMRA) process. This item also includes consideration of the standard terms and conditions for publishers and manufacturers of instructional materials.

SBOE Rulemaking Timeline for HB 1605 Implementation



Agenda Item 3 Exhibits

Exhibit I: Draft IMRA Quality Rubrics

A - IMRA ELA K–3 Rubric - Final SBOE 11_6

B - IMRA ELA 4–8 Rubric - Final SBOE 11_6

C - IMRA SLA K–3 Rubric - Final SBOE 11_6

D - IMRA SLA 4–6 Rubric - Final SBOE 11_6

E - IMRA Math K–12 Rubric - Final SBOE 11_6

Exhibit II: Draft Requirements for the Publisher Parent Portal**Exhibit III:** Draft Definition of Factual Errors**Exhibit IV:** Draft Requirements for Physical and Electronic Component Standards**Exhibit V:** Draft Standard Terms and Conditions for Publishers and Manufacturers of Instructional Materials**Exhibit VI:** Draft Requirements for TEKS Minimum Coverage Threshold

New SBOE IMRA Criteria

Instructional Materials Review and Approval (IMRA) Criteria

Standards Alignment Percentage	Quality Review	Suitable & Appropriate*	Factual Errors	Physical and Electronic Specifications	Parent Portal
<p>Materials cover a minimum % of standards as determined by SBOE</p>	<p>Material quality supports student’s ability to demonstrate proficiency in the standards.</p> <p>Also ensures compliance with three-cuing ban</p>	<p>Content in materials meet suitability requirements defined by SBOE and other provisions of TEC (e.g., §28.002(h))</p> <p>* Also ensures no obscene or harmful content under CIPA, TEC §28.0022, Penal Code §43.22</p>	<p>Materials do not contain factual errors</p>	<p>Material components meet physical and digital requirements</p>	<p>Materials included on parent portal that meet transparency requirements</p>

New SBOE IMRA Criteria

Instructional Materials Review and Approval (IMRA) Criteria

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Agenda Item Exhibits

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Exhibit II: Draft Requirements for the Publisher Parent Portal

Exhibit III: Draft Definition of Factual Errors

Exhibit IV: Draft Requirements for Physical and Electronic Component Standards

Exhibit V: Draft Standard Terms and Conditions for Publishers and Manufacturers of Instructional Materials

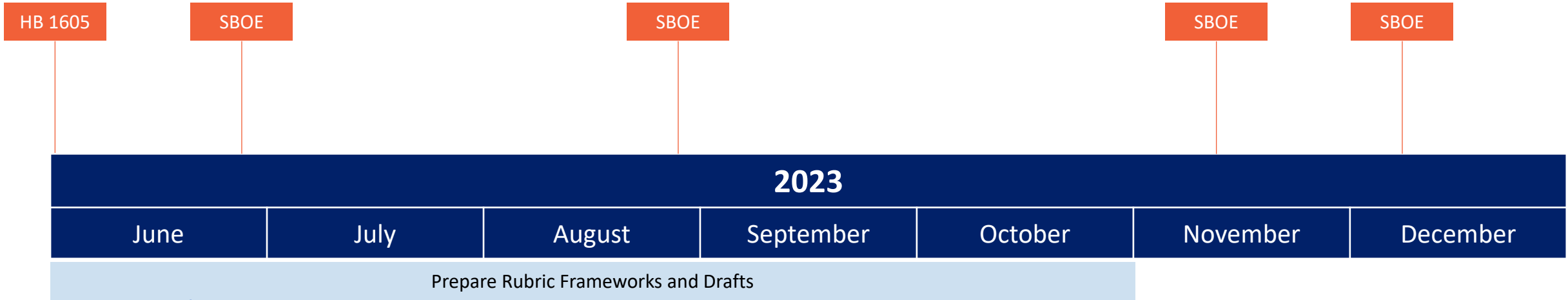
Exhibit VI: Draft Requirements for TEKS Minimum Coverage Threshold

In September, the SBOE Advised the Agency to Draft IMRA Rubrics for Use in the First IMRA Review Cycle

Content Area	Grade Band	Scope	Proposed Aligned Rubric*
English Reading Language Arts	K–5	Full-Subject Tier One	K–3 RLA, 4–8 RLA
English Phonics	K–3	Partial-Subject Tier One	K–3 Partial English
Spanish Reading Language Arts	K–5	Full-Subject Tier One	K–3 SLAR, 4–6 SLAR
Spanish Phonics	K–3	Partial-Subject Tier One	K–3 Partial Spanish
Mathematics	K–12	Full-Subject Tier One	K–5 Math, 6–12 Math

*Rubric groupings are subject to change

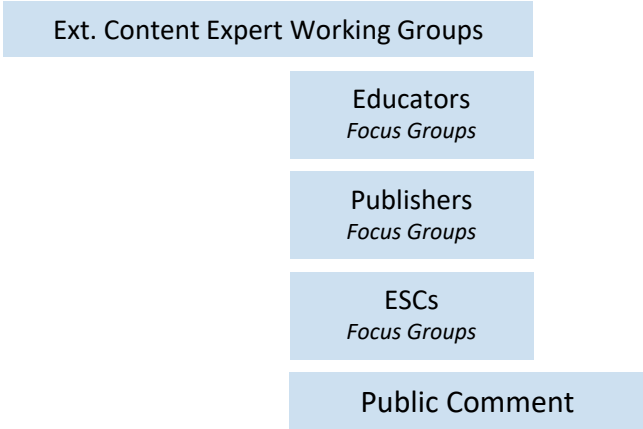
IMRA Quality Rubrics: Development Timeline



Includes alignment with:

- Texas Essential Knowledge & Skills (TEKS),
- Research and feedback from SBOE September 2023 meeting,
- Research-Based Instructional Strategies (RBIS),
- HB3 [86(R), 2019] Reading Academies, and
- Mathematics Academies.

Crosswalks with existing materials review rubrics (developed with extensive external stakeholder feedback).



IMRA Quality Rubrics: Stakeholder Engagement and Feedback

Date	Audience	Time
Monday, 11/20	RLA – Educators	9:00 – 11:00 a.m.
Monday, 11/20	RLA – ESC Specialists	11:30 a.m. – 1:30 p.m.
Monday, 11/20	RLA – Publishers	2:00 – 4:00 p.m.
Tuesday, 11/21	Math – Educators	9:00 – 11:00 a.m.
Tuesday, 11/21	Math – ESC Specialists	11:30 a.m. – 1:30 p.m.
Tuesday, 11/21	Math – Publishers	2:00 – 4:00 p.m.
Monday, 11/27	Math – ESC Specialists	9:00 – 11:00 a.m.
Monday, 11/27	Math – Publishers	11:30 – 1:30 p.m.
Monday, 11/27	Math – Educators	3:00 – 5:00 p.m.
Tuesday, 11/28	RLA – ESC Specialists	9:00 – 11:00 a.m.
Tuesday, 11/28	RLA – Publishers	11:30 a.m. – 1:30 p.m.
Tuesday, 11/28	RLA – Educators	3:00 – 5:00 p.m.
Tuesday, 11/14 – Friday, 12/15	Public Comment	N/A

IMRA Quality Rubrics: Stakeholder Engagement and Feedback

Communication via:

- TEA educator listservs
- TEA publisher listserv
- TEA website
- *TEA To the Administrator Addressed*
- ESC educator communication listservs
- ESC Weekly Leadership Email
- ESC HQIM Specialist meeting
- Professional organizations

The screenshot shows a newsletter header with the TEA logo and the text 'Texas Education Agency'. Below the header, the date 'October 31, 2023' and the section 'Curriculum Standards and Student Support' are visible. The main content area features a background image of a whiteboard with math problems. A white box with a blue border contains the following text:

Sign up today to attend a focus group for the Instructional Materials Review and Approval (IMRA) rubrics

[House Bill 1605](#) (88th Texas Legislature, Regular, 2023) requires the Texas Education Agency (TEA) to develop rubrics in consultation with and approved by the State Board of Education that will be used to evaluate the quality of instructional materials.

TEA was directed by the SBOE to develop rubrics for K–8 English language arts and reading, K–6 Spanish language arts and reading, and K–12 mathematics. TEA is seeking your feedback on the draft IMRA rubrics and is hosting focus groups for educators, education service centers, and publishers. If you would like to attend, please register for one of the sessions below.

Educator Focus Groups

- Mathematics
 - [Tuesday, 11/21/2023, 9:00–11:00 a.m.](#)
 - [Monday, 11/27/2023, 3:00–5:00 p.m.](#)

At the bottom of the newsletter, the text 'Mathematics Newsletter' is displayed in orange.

IMRA Quality Rubrics: Public Comment

Submit comments on the Instructional Materials Review and Approval (IMRA) rubrics.

[House Bill 1605](#) (88th Texas Legislature, Regular Session, 2023) requires the Texas Education Agency (TEA) to develop rubrics in consultation with and approved by the State Board of Education that will be used to evaluate the quality of instructional materials.

TEA was directed by the SBOE to develop rubrics for K–8 English language arts and reading, K–6 Spanish language arts and reading, and K–12 mathematics . TEA is seeking your feedback on the draft rubrics.

Submit feedback by **December 15th** by filling out the [Public Comment Submission Form](#).

As we collect and review submitted feedback, we will track all changes on a memo of changes and post it to the [HB 1605 webpage](#) and will release a second draft of the rubric that incorporates those changes. We hope to have the rubric finalized in January 2024. Products will be reviewed using the SBOE-approved rubrics in spring 2024 and reports will be available in fall 2024.

Visit the [HB 1605 webpage](#) for more information or submit a [help desk ticket](#) if you have questions related to the TRR.

IMRA Quality Rubrics: Next Steps

Share high-level summary of SBOE input and feedback, public comment, and stakeholder feedback with proposed next steps on **December 13th**.

Share updated rubrics to SBOE by **December 19th** with a goal to approve the rubrics in the January 2024 meeting.

New SBOE IMRA Criteria

Instructional Materials Review and Approval (IMRA) Criteria

Standards Alignment Percentage	Quality Review	Suitable & Appropriate*	Factual Errors	Physical and Electronic Specifications	Parent Portal
Materials cover a minimum % of standards as determined by SBOE	Material quality supports student's ability to demonstrate proficiency in the standards. Also ensures compliance with three-cuing ban	Content in materials meet suitability requirements defined by SBOE and other provisions of TEC (e.g., §28.002(h)) * Also ensures no obscene or harmful content under CIPA, TEC §28.0022, Penal Code §43.22	Materials do not contain factual errors	Material components meet physical and digital requirements	Materials included on parent portal that meet transparency requirements

Instructional Materials



+



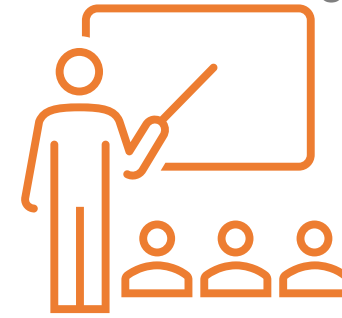
materials
students use to
learn & practice

materials
teachers use to
plan & teach

Quality Review Rubrics - Design

As discussed at the September 2023 meeting , the design of the **Quality Review rubrics** is based on:

- what educators tell us they need to effectively implement instructional materials,
- the evidence that exists about the best ways to teach each subject, and
- the evidence that exists on the most effective ways for learning to occur.



What educators tell us they need



What evidence exists on the most effective ways for learning to occur



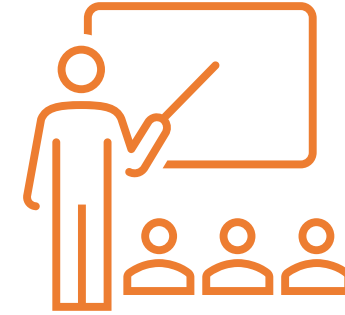
What evidence exists about the best ways to teach each subject

Quality Review Rubrics - Design

Quality Review rubrics are each designed with two **categories**.

Implementation Quality is similar for all content areas.

- Are the components that support effective implementation **present** in the materials?



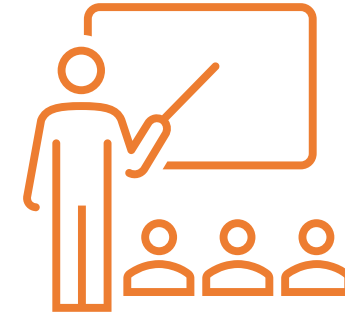
Implementation Quality

Quality Review Rubrics - Design

Quality Review rubrics are each designed with two **categories**.

Learning Quality is unique to the subject being reviewed.

- Are the components **quality** and **aligned with research** on the best ways to teach the subject?
- When taught as designed, do the components support a student reaching **grade-level proficiency on the standards?**



Implementation Quality



Learning Quality

Quality Review Rubrics - Design

Quality Review rubrics are each designed with two **categories**.

Implementation Quality

Learning Quality

Quality Review Rubrics - Design

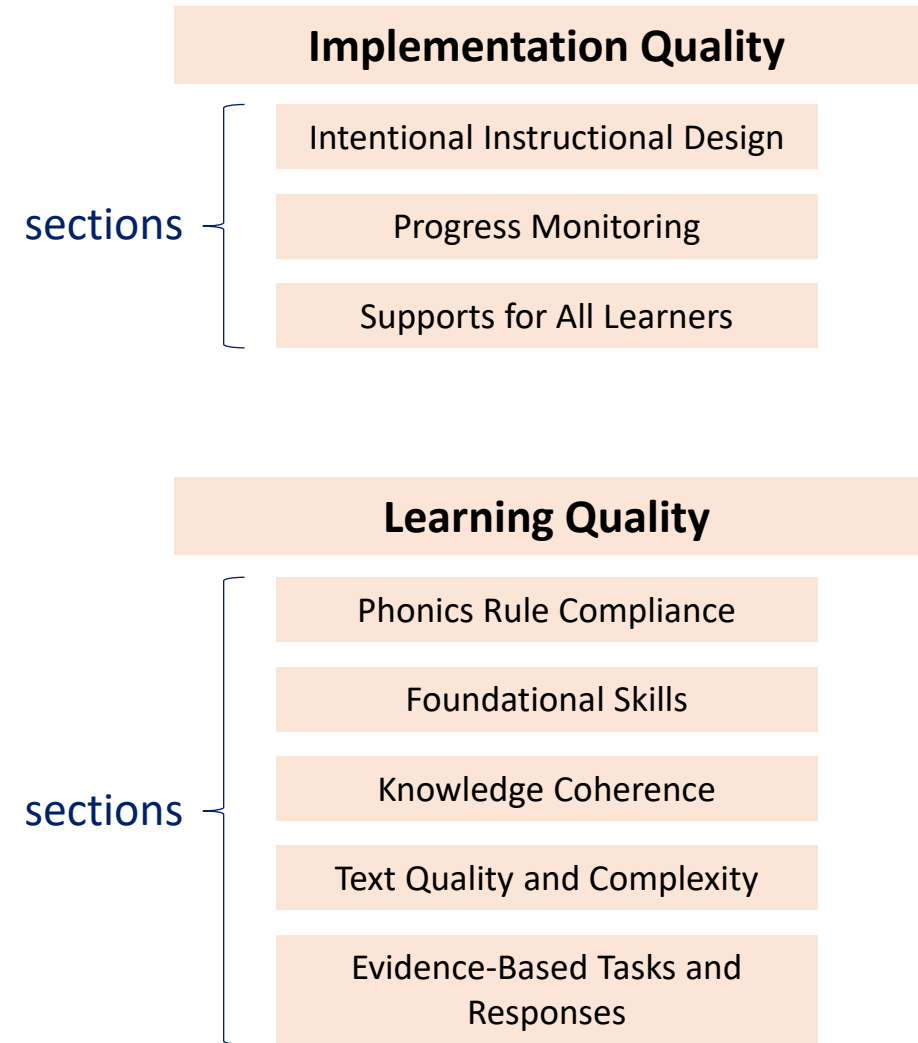
Quality Review rubrics are each designed with two **categories**.

Implementation Quality

Learning Quality

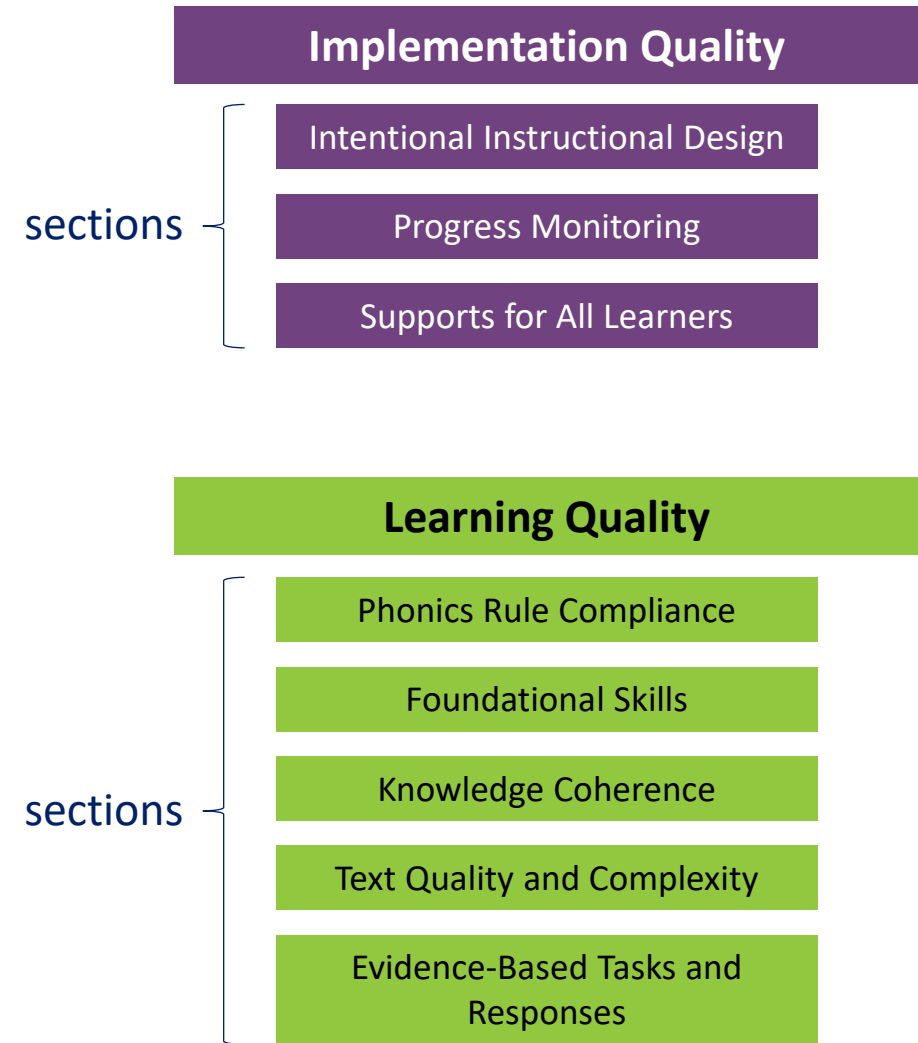
Quality Review Rubrics - Design

Each category has multiple **sections.**

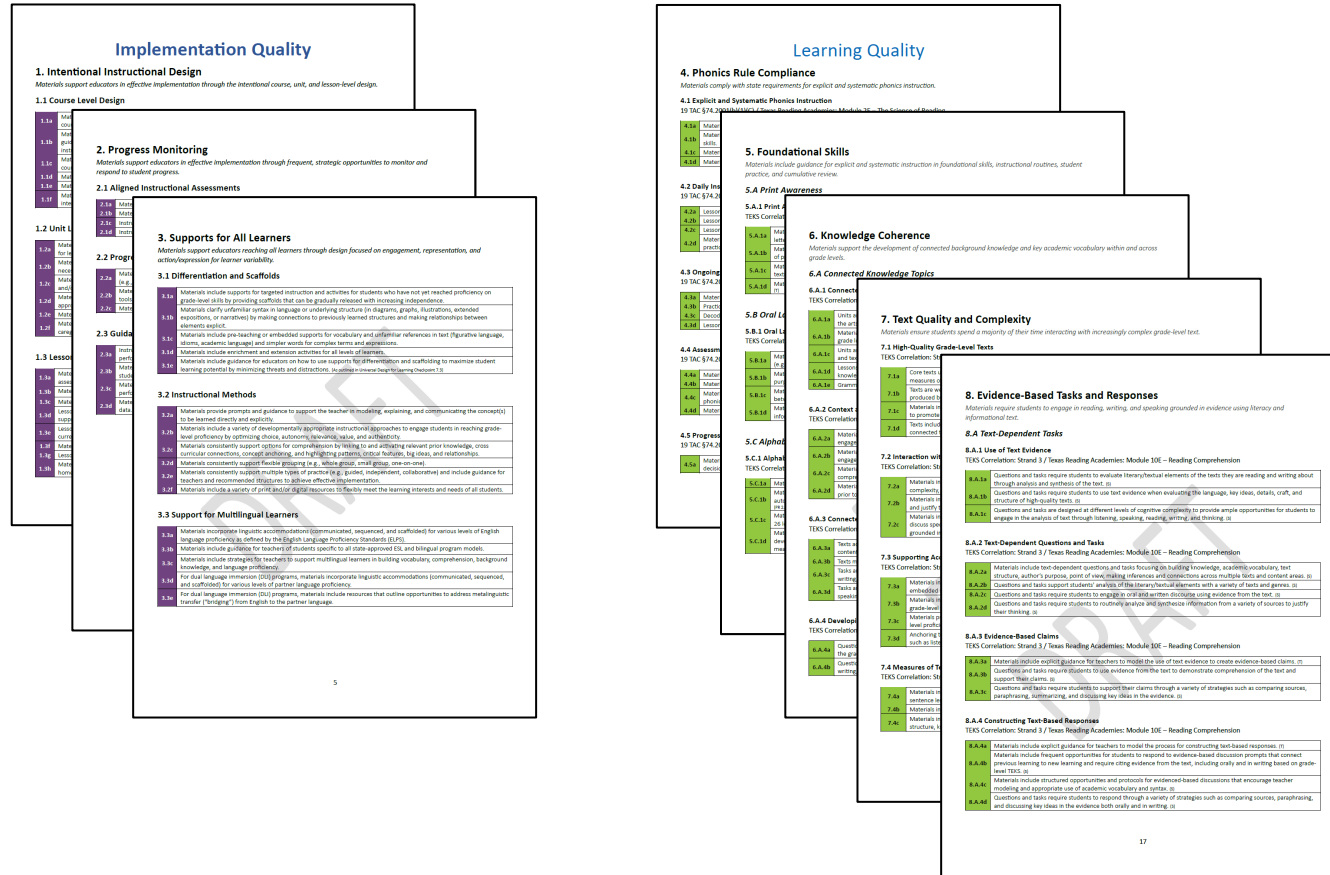


Quality Review Rubrics - Design

Categories and **sections** are color-coded in the rubrics for easy identification.



Quality Review Rubrics - Design



Implementation Quality

Intentional Instructional Design

Progress Monitoring

Supports for All Learners

Learning Quality

Phonics Rule Compliance

Foundational Skills

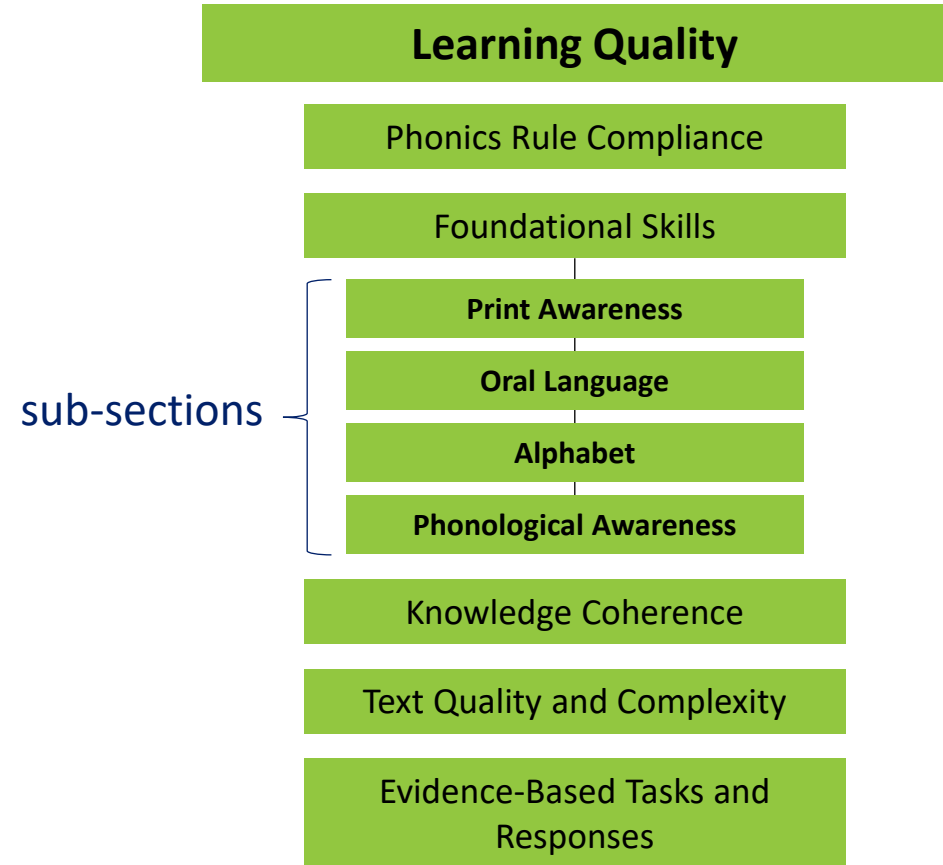
Knowledge Coherence

Text Quality and Complexity

Evidence-Based Tasks and Responses

Quality Review Rubrics - Design

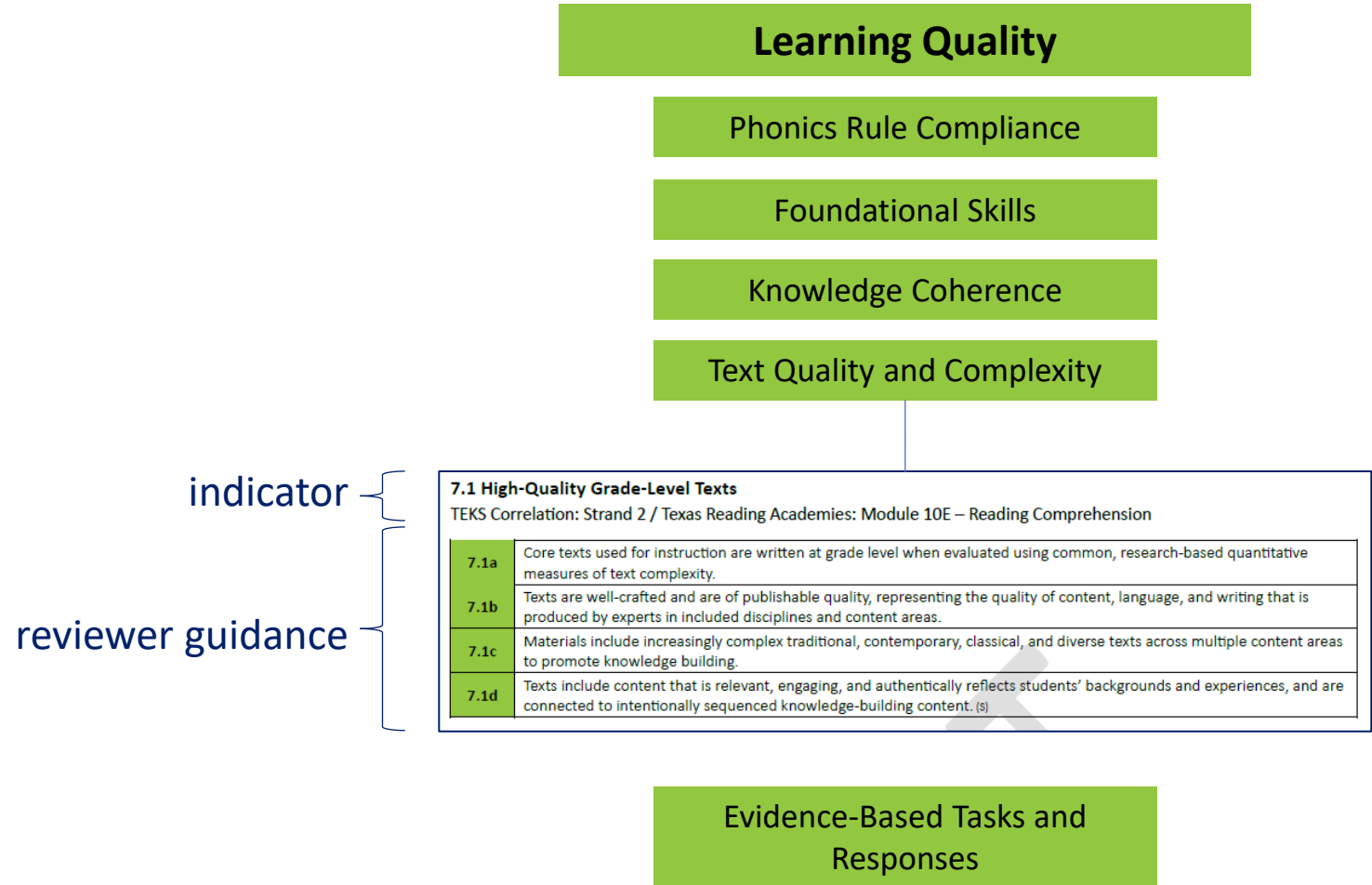
Some sections have **sub-sections**.



Quality Review Rubrics - Design

Each section (or sub-section) has **indicators** and **reviewer guidance**.

Reviewer guidance provides the “look-fors” for reviewers to gather evidence for during the quality review process.



Quality Review Rubrics - Design

In this example:

Text Quality and Complexity is the **7th section**,

High-Quality Grade-Level Texts is the **1st indicator (7.1)**,

The four reviewer guidance bullets are **7.1a, 7.1b, 7.1c, 7.1d**.

Learning Quality

Phonics Rule Compliance

Foundational Skills

Knowledge Coherence

Text Quality and Complexity

indicator

reviewer guidance

7.1 High-Quality Grade-Level Texts	
TEKS Correlation: Strand 2 / Texas Reading Academies: Module 10E – Reading Comprehension	
7.1a	Core texts used for instruction are written at grade level when evaluated using common, research-based quantitative measures of text complexity.
7.1b	Texts are well-crafted and are of publishable quality, representing the quality of content, language, and writing that is produced by experts in included disciplines and content areas.
7.1c	Materials include increasingly complex traditional, contemporary, classical, and diverse texts across multiple content areas to promote knowledge building.
7.1d	Texts include content that is relevant, engaging, and authentically reflects students' backgrounds and experiences, and are connected to intentionally sequenced knowledge-building content. (S)

Evidence-Based Tasks and Responses

Quality Review Rubrics - Design

Learning Quality

Category

5. Foundational Skills

Materials include guidance for explicit and systematic instruction in foundational skills, instructional routines, student practice, and cumulative review.

Section

5.C Alphabet

Sub-section

5.C.1 Alphabet Knowledge

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 5E – Oral Language

Indicator

5.C.1a	Materials include an explicit and systematic sequence for introducing letter names and their corresponding sounds. (PR 2.A.1)
5.C.1b	Materials include guidance for the teacher to provide direct and explicit instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. (PR 2.A.1) (T)
5.C.1c	Materials include guidance for the teacher to provide direct, explicit, and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). (PR 2.A & 2.A.3) (T)
5.C.1d	Materials include a variety of activities and resources (including the use of memory building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3) (S)

Guidance

Reading/Language Arts

Section	
Intentional Instructional Design	
Progress Monitoring	
Supports for All Learners	
Phonics Rule Compliance	
Foundational Skills	
Knowledge Coherence	
Text Quality and Complexity	
Evidence-Based Tasks and Responses	

Reading/Language Arts – Implementation Quality

Section	
Intentional Instructional Design	<div data-bbox="1488 551 1893 925" data-label="Image"> </div> <div data-bbox="1340 966 2035 1051" data-label="Text"> <p>Implementation Quality</p> </div>
Progress Monitoring	
Supports for All Learners	
Phonics Rule Compliance	
Foundational Skills	
Knowledge Coherence	
Text Quality and Complexity	
Evidence-Based Tasks and Responses	

Reading/Language Arts – Intentional Instructional Design (1/2)

pg. 2

Section	Question
Intentional Instructional Design	<p>Are the materials well-designed at the course, unit, and lesson level?</p>
Progress Monitoring	
Supports for All Learners	
Phonics Rule Compliance	
Foundational Skills	
Knowledge Coherence	
Text Quality and Complexity	
Evidence-Based Tasks and Responses	

Reading/Language Arts – Intentional Instructional Design (2/2)

pg. 2

Section	Guidance
Intentional Instructional Design	<p>To plan effectively, educators first need to know how the course is designed. This includes the layout of the entire year, where standards are taught, and how to effectively internalize units and lessons.</p> <p>At the unit level, educators need materials that build their background knowledge to teach the unit effectively. Materials should also include an overview of assessments for each unit and how to use them, along with resources for home-school connections.</p> <p>Lessons should be comprehensive, detailed, and structured, including everything a beginning teacher would need to teach effectively, and an experienced teacher could customize based on their expertise.</p> <p>Finally, the visual design of the materials should support students engaging with the concept and not be distracting.</p>
Progress Monitoring	
Supports for All Learners	
Phonics Rule Compliance	
Foundational Skills	
Knowledge Coherence	
Text Quality and Complexity	
Evidence-Based Tasks and Responses	

Reading/Language Arts – Progress Monitoring (1/2)

pg. 4

Section	Question
Intentional Instructional Design	<p>Do the materials support educators and students through frequent, strategic opportunities to monitor and respond to student progress?</p>
Progress Monitoring	
Supports for All Learners	
Phonics Rule Compliance	
Foundational Skills	
Knowledge Coherence	
Text Quality and Complexity	
Evidence-Based Tasks and Responses	

Reading/Language Arts – Progress Monitoring (2/2)

pg. 4

Section	Guidance
Intentional Instructional Design	<p data-bbox="988 476 2323 565">Instructional assessments are key to understanding if students are on-track to reach grade-level proficiency in the standards for the course.</p> <p data-bbox="988 629 2323 818">Materials should include aligned instructional assessments and progress monitoring tools which help identify what a student already knows (diagnostic), where a student may need additional support (formative), and if a student has reached proficiency (summative).</p> <p data-bbox="988 882 2323 1122">But assessments alone are not enough. Materials should also include guidance to help educators respond to the information collected through these assessments. This includes how to interpret the data efficiently and effectively, how to use tasks and activities to respond to student trends in performance, and how to support individual students based on their needs.</p>
Progress Monitoring	
Supports for All Learners	
Phonics Rule Compliance	
Foundational Skills	
Knowledge Coherence	
Text Quality and Complexity	
Evidence-Based Tasks and Responses	

Reading/Language Arts – Supports for All Learners (1/2)

pg. 5


Section	Question
Intentional Instructional Design	<p>Do the materials provide supports to help educators effectively teach all learners?</p>
Progress Monitoring	
Supports for All Learners	
Phonics Rule Compliance	
Foundational Skills	
Knowledge Coherence	
Text Quality and Complexity	
Evidence-Based Tasks and Responses	

Reading/Language Arts – Supports for All Learners (2/2)

pg. 5

Section	Guidance
Intentional Instructional Design	Materials should support the teacher in effectively teaching all learners.
Progress Monitoring	This includes differentiation and scaffolds such as supports for students who have not yet reached grade-level proficiency, pre-teaching and embedded supports for vocabulary development and complex terms, and guidance for teacher to design a learning environment that helps students focus on the content to be learned.
Supports for All Learners	
Phonics Rule Compliance	
Foundational Skills	Materials should support teachers with effective instructional methods , such as various instructional approaches, linking to what students have already learned, and flexible grouping.
Knowledge Coherence	Supports for multilingual learners should be aligned to the English Language Proficiency Standards (ELPS), embedded throughout the materials, and designed to support dual language immersion (DLI) programs.
Text Quality and Complexity	
Evidence-Based Tasks and Responses	

Reading/Language Arts – Learning Quality

Section		
Intentional Instructional Design		
Progress Monitoring		
Supports for All Learners		
Phonics Rule Compliance		
Foundational Skills		
Knowledge Coherence		
Text Quality and Complexity		
Evidence-Based Tasks and Responses		
		<p style="text-align: center;">Learning Quality</p>

Reading/Language Arts – Phonics Rule & Foundational Skills (1/4)

Section	Question
Intentional Instructional Design	<p>Do the materials include guidance for explicit and systematic instruction in foundational skills, including instructional routines, student practice, and cumulative review?</p>
Progress Monitoring	
Supports for All Learners	
pg. 6 Phonics Rule Compliance	
pg. 8 Foundational Skills	
Knowledge Coherence	
Text Quality and Complexity	
Evidence-Based Tasks and Responses	

Reading/Language Arts – Phonics Rule & Foundational Skills (2/4)

Section	Rationale
Intentional Instructional Design	<p>Foundational reading skills develop best when instruction:</p> <ul style="list-style-type: none"> • Introduces skills explicitly in a planned sequence • Ensures proficiency through practice and assessment • Leverages multilingualism as a tool for learning, • Includes intentional, systematic, explicit instruction in the specific context of each language.
Progress Monitoring	
Supports for All Learners	
pg. 6 Phonics Rule Compliance	
pg. 8 Foundational Skills	
Knowledge Coherence	
Text Quality and Complexity	
Evidence-Based Tasks and Responses	

Castles, A., Rastle, K., & Nation, K. (2018) Ending the reading wars: Reading acquisition from novice to expert. Psychological Science in the Public Interest 19(1).

Escamilla, K., Olsen, L., & Slavick, J. Toward comprehensive effective literacy policy and instruction for english learner/ emergent bilingual students. National Committee for Effective Literacy, 2022.

Reading/Language Arts – Phonics Rule & Foundational Skills (3/4)

Section	Guidance
Intentional Instructional Design	<p>In accordance with Texas Education Code (TEC), §28.0062, local educational agencies (LEAs) are required to provide for the use of a phonics curriculum that uses systematic direct instruction in kindergarten through third grade.</p> <p>19 Texas Administrative Code (TAC) §74.2001 outlines specific criteria that phonics materials must do (b)(1), may do (b)(2), and may not do (b)(3).</p> <p>Criteria evaluated in this section include:</p> <ul style="list-style-type: none"> • Explicit and systematic phonics instruction • Daily instructional sequences and routines • Ongoing practice opportunities • Assessment • Progress monitoring and student support <p>The Phonics Rule Compliance section is evaluated in K-3 Reading/Language Arts only.</p>
Progress Monitoring	
Supports for All Learners	
Phonics Rule Compliance	
Foundational Skills	
Knowledge Coherence	
Text Quality and Complexity	
Evidence-Based Tasks and Responses	

pg. 6

Reading/Language Arts – Phonics Rule & Foundational Skills (4/4)

Section	Guidance
Intentional Instructional Design	<p>Materials should include support for teachers and ongoing practice for students in foundational reading skills.</p> <p>Sub-sections evaluated include:</p> <ul style="list-style-type: none"> • Print awareness • Oral language development • Alphabet (including letter-sound correspondence) • Phonological and phonemic awareness (recognizing progressively smaller units of sound in spoken language) • Phonics • Vocabulary • Fluency • Handwriting <p>Most indicators in the Foundational Skills section are evaluated in K-3 Reading/Language Arts only based on grade-level TEKS.</p>
Progress Monitoring	
Supports for All Learners	
Phonics Rule Compliance	
Foundational Skills	
Knowledge Coherence	
Text Quality and Complexity	
Evidence-Based Tasks and Responses	

pg. 8

Reading/Language Arts – Knowledge Coherence (1/3)

Section	Question
Intentional Instructional Design	<p>Do the materials support the development of connected background knowledge and key academic vocabulary?</p>
Progress Monitoring	
Supports for All Learners	
Phonics Rule Compliance	
Foundational Skills	
Knowledge Coherence	
Text Quality and Complexity	
Evidence-Based Tasks and Responses	

pg. 13

Reading/Language Arts – Knowledge Coherence (2/3)

Section	Rationale
Intentional Instructional Design	<p>Reading or listening to a series of texts on the same topic can yield as much as four times the vocabulary growth of direct instruction and reading disconnected texts. (Landauer and Dumais, 1997)</p> <p>“In light of the large and longstanding body of research demonstrating a significant, positive impact of knowledge on reading comprehension, the most important question for the current era may be how to approach [reading/language arts] instruction as an opportunity for knowledge building.” (Cervetti and Wright, 2019)</p>
Progress Monitoring	
Supports for All Learners	
Phonics Rule Compliance	
Foundational Skills	
Knowledge Coherence	
Text Quality and Complexity	
Evidence-Based Tasks and Responses	

pg. 13

Landauer, T., & Susan D. (1997) A Solution to Plato's Problem: The latent semantic analysis theory of acquisition, induction, and representation of knowledge." Psychological Review 104(2).
 Cervetti, G., & Wright, T. "The Role of Knowledge in Understanding and Learning from Text," in Handbook of Reading Research, ed. Elizabeth Moje et al. (New York: Routledge, 2019).

Reading/Language Arts – Knowledge Coherence (3/3)

Section	Guidance
Intentional Instructional Design	<p>Strong readers must be able to decode words and comprehend language. Background knowledge and general knowledge of the world is key to effective reading and listening comprehension.</p> <p>Materials should be built around connected, knowledge-building units and lessons which include multiple fields (e.g., science, history, literature, the arts) and focus students on the content they are reading. This builds background knowledge and vocabulary and provides students with the knowledge needed to apply reading and response skills as outlined in the TEKS.</p>
Progress Monitoring	
Supports for All Learners	
Phonics Rule Compliance	
Foundational Skills	
Knowledge Coherence	<p>Texts and tasks should make connections across grade levels and topics, and key academic vocabulary should be built intentionally over time. “Tier 2 words” (academic words used in texts across multiple contexts) connected to knowledge-building topics should be explicitly taught and used through listening, speaking, reading, writing, and thinking.</p>
Text Quality and Complexity	
Evidence-Based Tasks and Responses	

pg. 13

Reading/Language Arts – Text Quality and Complexity (1/3)

Section	Question
Intentional Instructional Design	<p>Do the materials ensure students spend their time interacting with complex, high-quality, grade-level text?</p>
Progress Monitoring	
Supports for All Learners	
Phonics Rule Compliance	
Foundational Skills	
Knowledge Coherence	
Text Quality and Complexity	
Evidence-Based Tasks and Responses	

pg. 15

Reading/Language Arts – Text Quality and Complexity (2/3)

Section	Rationale
Intentional Instructional Design	<p>“If students are working with texts they can already read quite well...there is little opportunity for learning since the students can already negotiate the vocabulary and other features of that text. Students taught from a steady diet of relatively easy texts may make some progress, but not as much as would be possible with more complex texts, since the easier texts would provide fewer opportunities for dealing with sophisticated vocabulary, morphology, complex syntax, subtle cohesive links, complicated structures, and richer and deeper content.” (Shanahan, 2019)</p>
Progress Monitoring	
Supports for All Learners	
Phonics Rule Compliance	
Foundational Skills	
Knowledge Coherence	
Text Quality and Complexity	
Evidence-Based Tasks and Responses	

pg. 15

ACT. (2006). Reading Between the Lines: What the ACT Reveals About College Readiness in Reading.

Shanahan, T. (2019) “Why Children Should Be Taught to Read with More Challenging Texts.” Perspectives on Language and Literacy.

Reading/Language Arts – Text Quality and Complexity (3/3)

Section	Guidance
Intentional Instructional Design	<p>Materials should be built around complex, high-quality, grade-level texts. Students should spend a majority of their time reading and interacting with these texts.</p> <p>Texts should grow increasingly complex (as appropriate to the grade level) over the course of the year, and materials should provide supports for teachers for all students to access these texts.</p> <p>The text types selected should reflect the types and genres required by the grade-level TEKS.</p> <p>Texts designed to be read aloud should be at or above grade-level complexity, while texts for independent reading should have a range of complexity levels for student practice.</p>
Progress Monitoring	
Supports for All Learners	
Phonics Rule Compliance	
Foundational Skills	
Knowledge Coherence	
Text Quality and Complexity	
Evidence-Based Tasks and Responses	

pg. 15

Reading/Language Arts – Evidence-Based Tasks and Responses (1/3)

Section	Question
Intentional Instructional Design	<p>Do the materials require students to engage in reading, writing, and speaking grounded in evidence using literary and informational text?</p>
Progress Monitoring	
Supports for All Learners	
Phonics Rule Compliance	
Foundational Skills	
Knowledge Coherence	
Text Quality and Complexity	
Evidence-Based Tasks and Responses	

Reading/Language Arts – Evidence-Based Tasks and Responses (2/3)

Section	Rationale
Intentional Instructional Design	<p>“Frequently, forms of writing in K-12 have drawn heavily from student experience and opinion, which alone will not prepare students for the demands of college, career, and life.” (Fordham Institute, 2018)</p> <p>“The evidence is clear: writing can be a vehicle for improving reading. In particular, having students write about a text they are reading enhances how well they comprehend it.” (Graham and Hebert, 2010)</p>
Progress Monitoring	
Supports for All Learners	
Phonics Rule Compliance	
Foundational Skills	
Knowledge Coherence	
Text Quality and Complexity	
Evidence-Based Tasks and Responses	

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Griffith, D., & Duffett, A. (2018). Reading and writing instruction in America's schools. Fordham Institute
Graham, S., & Hebert, M. (2010). Writing to read: Evidence for how writing can improve reading. Carnegie Corporation Time to Act Report.

Reading/Language Arts – Evidence-Based Tasks and Responses (3/3)


Section	Guidance
Intentional Instructional Design	<p>Tasks and questions should be grounded in the text (text-dependent) and require the use of text evidence as students defend evidence-based claims.</p> <p>Guidance should be included for the teacher to model the process of constructing text-based responses.</p> <p>Additionally, opportunities for students to compose multiple texts through the writing process should be included throughout and connected to the knowledge-building texts students are reading.</p> <p>Ongoing explicit instruction and practice opportunities with grade-level standard English conventions should be included to support students in writing grammatically correct sentences and paragraphs (as appropriate to the grade-level TEKS).</p>
Progress Monitoring	
Supports for All Learners	
Phonics Rule Compliance	
Foundational Skills	
Knowledge Coherence	
Text Quality and Complexity	
Evidence-Based Tasks and Responses	

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Reading/Language Arts – Learning Quality

Section		
Intentional Instructional Design		
Progress Monitoring		
Supports for All Learners		
Phonics Rule Compliance		
Foundational Skills		
Knowledge Coherence		
Text Quality and Complexity		
Evidence-Based Tasks and Responses		
		<p style="text-align: center;">Learning Quality</p>

Mathematics – Implementation Quality

Section	
Intentional Instructional Design	 <p data-bbox="1352 903 2051 986">Implementation Quality</p>
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

Mathematics – Learning Quality

Section	
Intentional Instructional Design	
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

Learning Quality

Mathematics – Depth and Coherence (1/3)

Section	Question
Intentional Instructional Design	<p>Do the materials meet the rigor of the standards while connecting concepts across grade levels/courses?</p>
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

pg. 6

Mathematics – Depth and Coherence (2/3)

Section	Rationale
Intentional Instructional Design	<p>“A focused, coherent progression of mathematics learning with an emphasis on proficiency with key topics, should become the norm in elementary and middle school mathematics curricula...by the term focused, [the authors] mean that curriculum must include (and engage with adequate depth) the most important topics underlying success in school algebra.” (National Mathematics Advisory Panel, 2008)</p> <p>“It is imperative that teachers be provided with curricular materials that clearly lay out well-reasoned organizations of student learning progressions with regard to mathematical content and reasoning. (NCTM, 2016)</p>
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

pg. 6

*US Department of Education. (2008). Final report of the national mathematics advisory panel.
National Council of Teachers of Mathematics. (2016). Curricular coherence and open educational resources.*

Mathematics – Depth and Coherence (3/3)

Section	Guidance
Intentional Instructional Design	<p>Materials should be designed to focus on the primary focal areas of the grade level or course as outlined in the TEKS</p> <p>Questions and tasks in the materials should progressively increase in rigor throughout the year, leading students to the depth of understanding required of the content standards.</p> <p>Additionally, materials should demonstrate coherence through a logically sequenced and connected scope and sequence. The design of the materials should support students in connect what they have previously learned to what they are currently learning.</p>
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

pg. 6

Mathematics – Balance of Conceptual and Procedural (1/3)

Section	Question
Intentional Instructional Design	<p>Are the materials designed to balance conceptual understanding, procedural skill, and fluency?</p>
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

pg. 7

Mathematics – Balance of Conceptual and Procedural (2/3)

Section	Rationale
Intentional Instructional Design	<p>“To be mathematically proficient, students must develop conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition.” (National Research Council, 2001)</p> <p>“With due consideration of contemporary literature and research regarding procedural and conceptual knowledge, [teachers should be aware that]:</p> <ul style="list-style-type: none"> • We should be considering our practices to include Procedural knowledge <i>and</i> Conceptual knowledge, not Procedural Knowledge <i>or</i> Conceptual knowledge, [and] • Procedural knowledge and conceptual knowledge are both important and help to strengthen each other.” (Hurrell, 2021)
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

pg. 7

National Research Council. (2001). Adding it up: Helping children learn mathematics.

Hurrell, Derek. (2021) Conceptual knowledge OR Procedural Knowledge OR Conceptual Knowledge AND Procedural knowledge: Why the conjunction is important for teachers. Australian Journal of Teacher Education.

Mathematics – Balance of Conceptual and Procedural (3/3)

Section	Guidance
Intentional Instructional Design	<p>Materials should develop students’ ability to understand relationships between mathematical ideas, patterns, and procedures.</p> <p>In addition to building conceptual understanding, materials should support students’ development of fluency and automaticity appropriate to the grade-level TEKS.</p> <p>Academic mathematical language should be developed throughout the materials using visuals and manipulatives.</p>
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

pg. 7

Mathematics – Productive Struggle (1/3)

Section	Question
Intentional Instructional Design	<p>Do the materials provide support to students and teachers to encourage persevering through problem solving and making sense of mathematics?</p>
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

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Mathematics – Productive Struggle (2/3)

Section	Rationale
Intentional Instructional Design	<p>“...students expend effort to make sense of mathematics, to figure something out that is not immediately apparent...The struggle we have in mind comes from solving problems that are within reach and grappling with key mathematical ideas that are comprehensible but not yet well formed.” (Hiebert et al., 2007)</p> <p>“...productive struggle comprises the work that students do to make sense of a situation and determine a course of action when a solution strategy is not stated, implied, or immediately obvious...every student must have the opportunity to struggle with challenging mathematics and to receive support that encourages their persistence without removing the challenge.” (NCTM, 2017)</p>
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

pg. 8

Hiebert, J., & Grouws, D.A. (2007). *The effects of classroom mathematics teaching on students' learning*, *Second Handbook of Research in Mathematics Teaching and Learning*.


NCTM. (2017). *Taking action: Implementing effective mathematics teaching practices in grades 9-12*.

Mathematics – Productive Struggle (3/3)

Section	Guidance
Intentional Instructional Design	<p>Materials should support students in seeing themselves as mathematical thinkers who can solve problems and make sense of mathematics.</p> <p>Materials should also support teachers in facilitating the sharing of students’ approaches to problem solving.</p>
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

pg. 8

Mathematics – Learning Quality

Section	
Intentional Instructional Design	
Progress Monitoring	
Supports for All Learners	
Depth and Coherence of Key Concepts	
Balance of Conceptual and Procedural Understanding	
Productive Struggle	

Learning Quality

Quality Review Rubrics - Design

Learning Quality

Category

5. Foundational Skills

Materials include guidance for explicit and systematic instruction in foundational skills, instructional routines, student practice, and cumulative review.

Section

5.C Alphabet

Sub-section

5.C.1 Alphabet Knowledge

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 5E – Oral Language

Indicator

5.C.1a	Materials include an explicit and systematic sequence for introducing letter names and their corresponding sounds. (PR 2.A.1)
5.C.1b	Materials include guidance for the teacher to provide direct and explicit instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. (PR 2.A.1) (T)
5.C.1c	Materials include guidance for the teacher to provide direct, explicit, and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). (PR 2.A & 2.A.3) (T)
5.C.1d	Materials include a variety of activities and resources (including the use of memory building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3) (S)

Guidance

IMRA Quality Rubrics: Stakeholder Engagement and Feedback

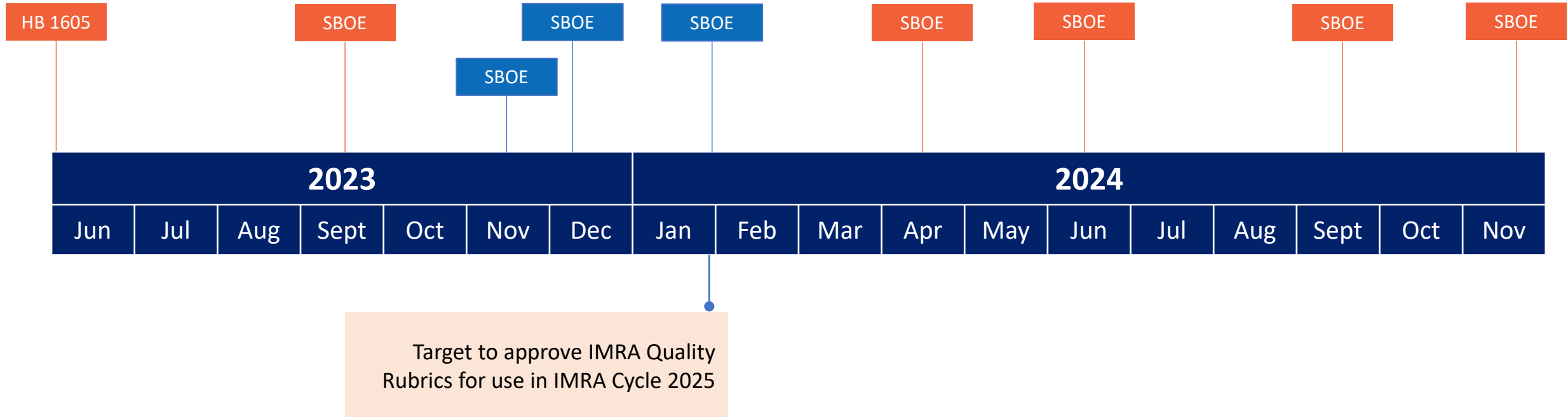
Date	Audience	Time
Monday, 11/20	RLA – Educators	9:00 – 11:00 a.m.
Monday, 11/20	RLA – ESC Specialists	11:30 a.m. – 1:30 p.m.
Monday, 11/20	RLA – Publishers	2:00 – 4:00 p.m.
Tuesday, 11/21	Math – Educators	9:00 – 11:00 a.m.
Tuesday, 11/21	Math – ESC Specialists	11:30 a.m. – 1:30 p.m.
Tuesday, 11/21	Math – Publishers	2:00 – 4:00 p.m.
Monday, 11/27	Math – ESC Specialists	9:00 – 11:00 a.m.
Monday, 11/27	Math – Publishers	11:30 – 1:30 p.m.
Monday, 11/27	Math – Educators	3:00 – 5:00 p.m.
Tuesday, 11/28	RLA – ESC Specialists	9:00 – 11:00 a.m.
Tuesday, 11/28	RLA – Publishers	11:30 a.m. – 1:30 p.m.
Tuesday, 11/28	RLA – Educators	3:00 – 5:00 p.m.
Tuesday, 11/14 – Friday, 12/15	Public Comment	N/A

IMRA Quality Rubrics: Next Steps

Share high-level summary of SBOE input and feedback, public comment, and stakeholder feedback with proposed next steps on **December 13th**.

Share updated rubrics to SBOE by **December 19th** with a goal to approve the rubrics in the January 2024 meeting.

SBOE Rulemaking Timeline for HB 1605 Implementation



New SBOE IMRA Criteria

Instructional Materials Review and Approval (IMRA) Criteria

Standards Alignment Percentage	Quality Review	Suitable & Appropriate*	Factual Errors	Physical and Electronic Specifications	Parent Portal
<p>Materials cover a minimum % of standards as determined by SBOE</p>	<p>Material quality supports student’s ability to demonstrate proficiency in the standards.</p> <p>Also ensures compliance with three-cuing ban</p>	<p>Content in materials meet suitability requirements defined by SBOE and other provisions of TEC (e.g., §28.002(h))</p> <p>* Also ensures no obscene or harmful content under CIPA, TEC §28.0022, Penal Code §43.22</p>	<p>Materials do not contain factual errors</p>	<p>Material components meet physical and digital requirements</p>	<p>Materials included on parent portal that meet transparency requirements</p>

Agenda Item Exhibits

Exhibit I: Draft IMRA Quality Rubrics

A - IMRA ELA K–3 Rubric - Final SBOE 11_6

B - IMRA ELA 4–8 Rubric - Final SBOE 11_6

C - IMRA SLA K–3 Rubric - Final SBOE 11_6

D - IMRA SLA 4–6 Rubric - Final SBOE 11_6

E - IMRA Math K–12 Rubric - Final SBOE 11_6

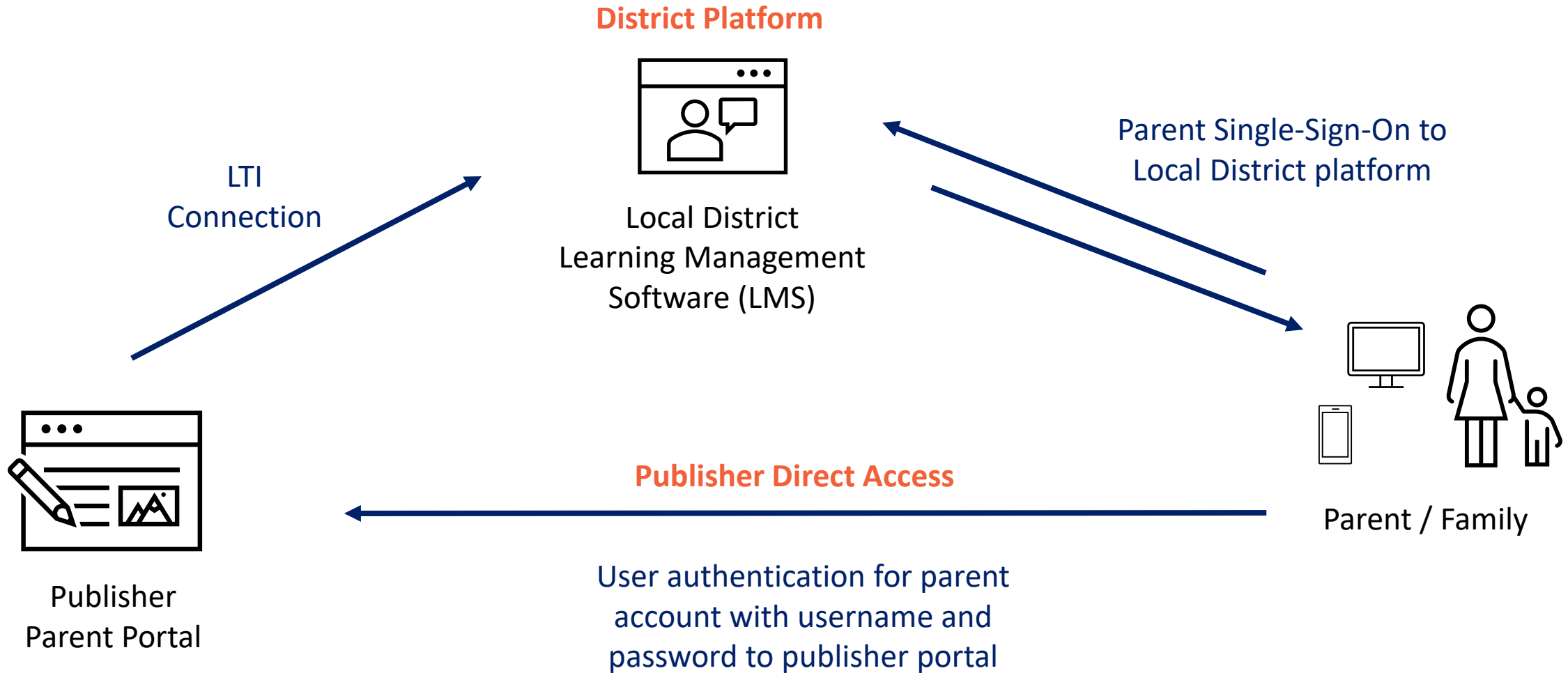
Exhibit II: Draft Requirements For The Publisher Parent Portal**Exhibit III:** Draft Definition Of Factual Errors**Exhibit IV:** Draft Requirements For Physical And Electronic Component Standards**Exhibit V:** Draft Standard Terms And Conditions For Publishers And Manufacturers Of Instructional Materials**Exhibit VI:** Draft Requirements For TEKS Minimum Coverage Threshold

Statutory Reference – Instructional Materials Parent Portal

- (a) The State Board of Education shall adopt standards for entities that supply instructional materials reviewed by the agency under Section 31.023 to make instructional materials supplied by the entity available on a parent portal hosted by the entity.
- (b) An instructional materials parent portal must:
- (1) provide to each parent of a student enrolled in a school district or open-enrollment charter school access to instructional materials, other than tests or exams, that are included in the portal and used by the district or school;
 - (2) organize instructional material by unit and in the order in which the material is designed to be used;
 - (3) be capable of being searched by key word; and
 - (4) for instructional material not available in a digital format, contain sufficient information to allow a parent to locate a physical copy of the material.
- (c) Standards adopted under Subsection (a) may not require:
- (1) a classroom teacher to submit instructional materials developed by the teacher for inclusion in an instructional materials parent portal; or
 - (2) an entity hosting an instructional materials parent portal to include tests or exams in the portal.
- (d) To comply with an intellectual property license or other restrictions placed on an instructional material and to maintain security of the information contained in an instructional materials parent portal under this section, a parent may be required, before accessing the portal, to:
- (1) enter a password;
 - (2) comply with other user access verification procedures; and
 - (3) accept user terms and conditions, which may not limit or exclude access to instructional material based on the uses of the material that would otherwise be permitted under fair use provisions of copyright law.
- (e) An entity that hosts an instructional materials parent portal must comply with requests regarding parental access to the portal made by a school district in compliance with this section or Section 26.006.

While some publishers may choose to make their materials available via a parent portal, it is only required of publishers whose materials are reviewed and approved by the SBOE in the new IMRA process.

Access to Publisher Parent Portals



Proposed Parent Portal Standards

Requirements For Accessibility

- Federal Rehabilitation Act, Section 508
- Web Content Accessibility Guidelines (WCAG)

Interoperability Standard

- Require publishers to work with any district that uses a learning management system (LMS) or any online learning portal to assign, distribute, present, or make available instructional materials as defined by Section 31.002 to make their materials interoperable with the district's LMS

Statutory Requirements

- Organize instructional material by unit and in the order in which the material is designed to be used
- Be capable of being searched by key word
- For instructional material not available in a digital format, contain sufficient information to allow a parent to locate a physical copy of the material

What other requirements, if any, do the SBOE wish to see as part of these parent portal standards?

New SBOE IMRA Criteria

Instructional Materials Review and Approval (IMRA) Criteria

Standards Alignment Percentage	Quality Review	Suitable & Appropriate*	Factual Errors	Physical and Electronic Specifications	Parent Portal
<p>Materials cover a minimum % of standards as determined by SBOE</p>	<p>Material quality supports student’s ability to demonstrate proficiency in the standards.</p> <p>Also ensures compliance with three-cuing ban</p>	<p>Content in materials meet suitability requirements defined by SBOE and other provisions of TEC (e.g., §28.002(h))</p> <p>* Also ensures no obscene or harmful content under CIPA, TEC §28.0022, Penal Code §43.22</p>	<p>Materials do not contain factual errors</p>	<p>Material components meet physical and digital requirements</p>	<p>Materials included on parent portal that meet transparency requirements</p>

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Exhibit VI: Draft Requirements For TEKS Minimum Coverage Threshold

Definition of Factual Error – Proclamation 2024 and Prior

19 Texas Administrative Code (TAC), Chapter 66, currently describes factual errors as follows:

- A factual error shall be defined as a verified error of fact or any error that would interfere with student learning. The context, including the intended student audience and grade level appropriateness, shall be considered (19 TAC §66.15(g)(1)).
- Instructional materials may be adopted only if they are free from factual errors, including significant grammatical or punctuation errors that have been determined to impede student learning or that make the product of a quality not acceptable in Texas public schools.

Definition of Factual Error – Proposed Definition

A factual error shall be defined as a verified error of fact, grammatical error, or punctuation error that would interfere with student learning.

Does the Board agree that this is an appropriate definition of factual errors as it relates to instructional materials reviews moving forward?

New SBOE IMRA Criteria

Instructional Materials Review and Approval (IMRA) Criteria

Standards Alignment Percentage	Quality Review	Suitable & Appropriate*	Factual Errors	Physical and Electronic Specifications	Parent Portal
<p>Materials cover a minimum % of standards as determined by SBOE</p>	<p>Material quality supports student’s ability to demonstrate proficiency in the standards.</p> <p>Also ensures compliance with three-cuing ban</p>	<p>Content in materials meet suitability requirements defined by SBOE and other provisions of TEC (e.g., §28.002(h))</p> <p>* Also ensures no obscene or harmful content under CIPA, TEC §28.0022, Penal Code §43.22</p>	<p>Materials do not contain factual errors</p>	<p>Material components meet physical and digital requirements</p>	<p>Materials included on parent portal that meet transparency requirements</p>

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Certification of Compliance with Manufacturing Standards– Proclamation 2024 and Prior

Publishers must certify that all materials meet applicable manufacturing standards in the latest edition of Manufacturing Standards and Specifications for Textbooks, approved by the Advisory Commission on Textbook Specifications.

The certification is required for all print student materials used to demonstrate TEKS coverage and all electronic components submitted for adoption.



Certification of Compliance with Manufacturing Standards

All copies of instructional materials adopted by the State Board of Education and furnished under the Texas Education Agency Standard Contract must conform to or exceed in every particular the *Manufacturing Standards and Specifications for Textbooks (MSST)*. You must furnish samples of materials for appropriate testing, if requested.

In addition to complying with applicable industry standards, all electronic instructional materials must comply with the Federal Rehabilitation Act, [Section 508](#).

You must complete a separate form for each print student component used in your correlation document and each electronic student and teacher component. All fields with an asterisk are required.

Please refer to the proclamation-specific publisher handbook on the [Publisher Portal](#) for more information.

To get a copy of the MSST, please visit <http://www.bmibook.org/msst/>.

Proclamation Year*

Publisher*

Subject Area*

Component Title*

Component ISBN*

The publisher certifies (on the basis of tests of materials in their original condition and in respect to the mechanical specifications employed in manufacturing) that the electronic materials conform in every respect to the industry and accessibility standards for electronic medium and that the print materials conform in every respect to the MSST.

Enter any exception request below.

By completing the information below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

Name*

Title

Email

Date

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Page 1 of 1

Manufacturing Standards and Specifications for Textbooks (MSST)

The physical standards of quality and performance for K–12 instructional materials



[Link to MSST version 1-12-2020](#)

Form B (continued)
Warranty of Publisher
 The undersigned publisher agrees, in the event the contract for supplying the textbook listed herein is awarded to it, the following:

- The official sample conforms to or exceeds in every particular the Manufacturing Standards and Specifications for Textbooks. Materials supplied will conform.
- Although delineate Specifics supplied exceed p... Official sample does not conform; materials supplied will conform.
- The official sample conforms except for stated deviations; texts supplied will conform except for stated deviations.
- Neither is under side of the MSST Textbook adoption under original s... Official sample does not conform; texts supplied will not conform.

The undersigned publisher agrees to be bound under Clause One, T, furnish to the state for appropriate testing, when requested, sample

Signed _____
 Name _____
 Title _____
 Company _____
 Date _____

Form B
 STATE OF _____
STATEMENT OF PUBLISHER SUBMITTING BOOKS FOR ADOPTION
 One copy of this form signed by an official of the publishing company submitting books for adoption must be attached to the inside front cover of at least one official sample textbook submitted, plus additional copies when requested by the adopting agency.

Name of Publisher: _____
 Address: _____
 Title offered for adoption: _____ ISBN: _____
 Copyright and edition: _____

CLASS OF TEXTBOOK:
 A. _____ B. _____ C. _____ AA. _____ BB. _____ CC. _____ College _____ Meets MSST
 Grades 9-12 only, Class I _____ Class II _____ College _____ Meets with approved deviations (p. 9)
 College _____ Does not meet MSST

PAPER:
 Basis weight: _____ lb

PRINTING:
 Printing Symbol: _____ Head: _____ Front: _____ Foot: _____
 Margins: Back: _____

BINDING:
 Number of pages (total): _____ Pages per signature: _____ Bulk: _____

Trim Size: Width: _____ Height: _____ Endsheet: _____ lb
 Inserts: _____
 Method of attachment: _____
 Transparent overlays: Number and kind: _____
 Method of attachment: _____

Reinforcements: Visible drill joints: _____ Concealed muslin joints: _____
 Binding methods: Sewed: _____ Stitched: _____ Adhesive: _____

Wires: Safe: _____ Saddle: _____ Mechanical: _____
 Lining up: Supers: Number: _____ Headbands: _____ Tightback: _____

COVERS:
 Cover boards: Thickness in points: _____ Type III: _____
 Cover material: Non-woven Type II: _____
 Woven fabric group designation: _____
 Non-consumable softcover levels, Class AA: _____ BB: _____ CC: _____
 Other: _____

Cover graphics: Lithographed: _____ Screened: _____ Stamped: _____ Other: _____
 Cover top coating: _____

SPECIAL FEATURES
 The undersigned publisher submitting the textbook stated herein certifies (on the basis of tests of materials in their original conditions and in respect to the mechanical specifications employed in manufacture) that the filed sample conforms in every respect to the Manufacturing Standards and Specifications for Textbooks in the state of _____ with the exception of the following: (explain deviations fully below or on a separate sheet).

Revised 12/2019 Copyright ©2019 State Instructional Materials Review Association (SIMRA)
 Revised 12/2019

Form B

Statement for bound books

Form M
 STATE OF _____
STATEMENT OF PUBLISHER SUBMITTING ELECTRONIC MEDIA FOR ADOPTION
 One copy of this form signed by an official of the publishing company submitting electronic media for adoption must be submitted to the adopting agency.

Name of Publisher: _____
 Address: _____
 Title of Textbook (one instructional program): J: _____
 Title of Electronic-based Program (if different from textbook): _____
 Copyright/Version: _____ ISBN: _____

Medium	Industry Standard	Contact
Audio Compact Disc	ANSI Standard (Red Book)	info@ansi.org
CD-ROM	ANSI (Yellow Book)	info@ansi.org
DVD	DVD Forum Standard	http://www.dvdforum.org/forum.shtml
DVD-ROM	DVD Forum Standard	http://www.dvdforum.org/forum.shtml
Online	W3C Recommendations	https://www.w3.org

DEVIATIONS
 The publisher submitting the electronic medium stated herein certifies (on the basis of tests of materials in their original conditions and in respect to the mechanical specifications employed in manufacture) that the filed sample conforms in every respect to the industry standard for that medium with the exception of the following: (explain deviations fully below or on a separate sheet).

Revised 12/2019 Copyright ©2019 State Instructional Materials Review Association (SIMRA)
 Revised 12/2019

Form M

Statement for all other media

Certification of Compliance with Manufacturing Standards

Publishers must certify that all materials meet applicable manufacturing standards in the latest edition of Manufacturing Standards and Specifications for Textbooks, approved by the Advisory Commission on Textbook Specifications.

TEA
Texas Education Agency

Certification of Compliance with Manufacturing Standards

All copies of instructional materials adopted by the State Board of Education and furnished under the Texas Education Agency Standard Contract must conform to or exceed in every particular the *Manufacturing Standards and Specifications for Textbooks (MSST)*. You must furnish samples of materials for appropriate testing, if requested.

In addition to complying with applicable industry standards, all electronic instructional materials must comply with the Federal Rehabilitation Act, [Section 508](#).

You must complete a separate form for each print student component used in your correlation document and each electronic student and teacher component. All fields with an asterisk are required.

Please refer to the proclamation-specific publisher handbook on the [Publisher Portal](#) for more information.

To get a copy of the MSST, please visit <http://www.tmbbook.org/msst/>.

Proclamation Year*

Publisher*

Subject Area*

Component Title*

Component ISBN*

The publisher certifies (on the basis of tests of materials in their original condition and in respect to the mechanical specifications employed in manufacturing) that the electronic materials conform in every respect to the industry and accessibility standards for electronic medium and that the print materials conform in every respect to the MSST.

Enter any exception request below.

By completing the information below, you are signing this document electronically. You agree that your electronic signature is the equivalent of your manual signature.

Name*

Title

Email

Date

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Does the Board agree that these are the appropriate physical and manufacturing standards for instructional materials moving forward?

Accessibility Compliance Report – Proclamation 2024 and Prior

Publishers must submit NIMAS files to NIMAC and high-quality PDFs to the AIM producers

Publishers must also contract with an independent third-party vendor to produce an accessibility report that verifies compliance for each electronic component.

Print Materials

- Publishers must submit electronic NIMAS files and agree to allow TEA or its agents to reproduce adopted materials in a format suitable for students and teachers with visual impairments and students with other learning disabilities
- Publishers must adhere to all NIMAS guidelines that have been approved by NIMAC

Electronic Media

- Federal Rehabilitation Act, Section 508
- Web Content Accessibility Guidelines (WCAG)

Staff recommend that the criteria for accessibility compliance remain the same for IMRA.

Interoperability – Proclamation 2024 and Prior

Publishers self report attributes for their products including

- available delivery formats,
- authentication requirements, and
- technology standards compatibility

Proclamation 2024: Interoperability and Ease of Use

This report includes information regarding the interoperability of Proclamation 2024 digital programs, including available delivery formats, authentication requirements, and technology standards compatibility.

Publisher: Accelerate Learning Inc.

Title	Delivery Format(s)	User Authentication Required	Single Sign On	Rostering Required	Standards Compatibility	Usage Analytics	Willing to Sign TX-NDA with LEA
STEMscopes Science TX - Kindergarten	Web application (stand-alone site); LTI links; Thin Common Cartridge; PDF: Secured; LMS: Canvas, Schoology, Google Classroom, Safari Montage	Password-based authentication	Clever; ClassLink; Canvas, Google SSO, Schoology via LTI Integrations	Yes	IMS Global: LTI (Learning Tools Interoperability); IMS Global: TCC (Thin Common Cartridge); IMS Global: Caliper; IMS Global: OneRoster	The number of teachers/students accessing the digital product; The content teachers/students access	Yes
STEMscopes Science TX - Grade 1	Web application (stand-alone site); LTI links; Thin Common Cartridge; PDF: Secured; LMS: Canvas, Schoology, Google Classroom, Safari Montage	Password-based authentication	Clever; ClassLink; Canvas, Google SSO, Schoology via LTI Integrations	Yes	IMS Global: LTI (Learning Tools Interoperability); IMS Global: TCC (Thin Common Cartridge); IMS Global: Caliper; IMS Global: OneRoster	The number of teachers/students accessing the digital product; The content teachers/students access	Yes

Proclamation 2024: Interoperability and Ease of Use (09/21/2023)

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Staff recommend that the criteria for interoperability remain the same for IMRA.

Report on Interoperability and Ease of Use – Current Process

Publishers must provide information regarding their products' interoperability and ease of use for review by the SBOE and districts. The information from each publisher's report will be posted to the agency website.

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Submit a separate form for each electronic program. If the responses are the same for multiple programs, list them all on one form. Please refer to the proclamation-specific publisher handbook on the [Publisher Portal](#) for more information. Please answer each question with as much detail as possible. All fields with an asterisk are required.

Proclamation Year

Publisher*

Subject Area*

Program Title(s)*

1. Which delivery format are you using for the digital components? (Select all that apply.)

- EPUB If selected, choose one.
- PDF If selected, choose one.
- IOS application
- Android application
- Web application (stand-alone site)
- Web application (connected to proprietary platform)
- Learning Management System If selected, choose one.
- Other
- LTI links
- Common Cartridge
- Thin Common Cartridge
- Other

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Report on Interoperability and Ease of Use

2. Do the digital components require user authentication to access the content?

3. Do the digital components require rostering (systematic recognition of teacher-student relationships)?

4. Is your digital content standards compatible? (If yes, continue to question 5. If no, skip to question 6.)

5. Specify the standards to which your content confirms. (Select all that apply.)

- SIF
- CEDS
- EDUPUB
- Ed-Fi
- xAPI
- IMS Global (If selected, choose all that apply from list below. To select multiple options, hold Ctrl.)
 - LTI
 - TCC
 - QTI
 - OneRoster
 - CASE
 - AEP
 - Caliper
- Other

6. If you answered no to question 4, what prevents your digital content from being standards compatible? (If you answered yes to question 4, move on to question 7.)

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Report on Interoperability and Ease of Use

7. Indicate your company's interest in participating in the following standards-review processes. (Select all that apply.)

- IMS Global certification (may require a fee)
- Texas SBOE interoperability conformance (standards to be determined)
- Education service center (ESC) interoperability review (standards to be determined)
- Independent school district (ISD) consortium interoperability review (standards to be determined)

8. Indicate your company's interest in providing standards-based, interoperable digital instructional materials.

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New SBOE IMRA Criteria

Instructional Materials Review and Approval (IMRA) Criteria

Standards Alignment Percentage	Quality Review	Suitable & Appropriate*	Factual Errors	Physical and Electronic Specifications	Parent Portal
<p>Materials cover a minimum % of standards as determined by SBOE</p>	<p>Material quality supports student’s ability to demonstrate proficiency in the standards.</p> <p>Also ensures compliance with three-cuing ban</p>	<p>Content in materials meet suitability requirements defined by SBOE and other provisions of TEC (e.g., §28.002(h))</p> <p>* Also ensures no obscene or harmful content under CIPA, TEC §28.0022, Penal Code §43.22</p>	<p>Materials do not contain factual errors</p>	<p>Material components meet physical and digital requirements</p>	<p>Materials included on parent portal that meet transparency requirements</p>

Agenda Item Exhibits

Exhibit I: Draft IMRA Quality Rubrics

A - IMRA ELA K–3 Rubric - Final SBOE 11_6

B - IMRA ELA 4–8 Rubric - Final SBOE 11_6

C - IMRA SLA K–3 Rubric - Final SBOE 11_6

D - IMRA SLA 4–6 Rubric - Final SBOE 11_6

E - IMRA Math K–12 Rubric - Final SBOE 11_6

Exhibit II: Draft Requirements For The Publisher Parent Portal

Exhibit III: Draft Definition Of Factual Errors

Exhibit IV: Draft Requirements For Physical And Electronic Component Standards

Exhibit V: Draft Standard Terms And Conditions For Publishers And Manufacturers Of Instructional Materials

Exhibit VI: Draft Requirements For TEKS Minimum Coverage Threshold

TEKS Coverage Percentage – Proclamations 2024 and Prior

19 TEC §66.66 (b)

(b) The SBOE shall adopt instructional materials in accordance with the TEC, §31.023. Instructional materials may be adopted only if:

(1) they meet at least 50% of the Texas essential knowledge and skills (TEKS) or Texas Prekindergarten Guidelines (TPG) when the SBOE calls for materials as specified in §66.27(c)(1) of this title (relating to Proclamation, Public Notice, and Schedule for Adopting Instructional Materials) or meet requirements of the proclamation when the SBOE calls for materials as specified in §66.27(c)(2) or (3) of this title for the subject and grade level or course(s) in materials designed for student use and materials designed for teacher use. In determining the percentage of the TEKS or TPG covered by instructional materials, each student expectation shall count as an independent element of the TEKS or TPG;

TEKS Coverage Percentage – New Authority in HB 1605

TEC §31.022 (b)

The State Board of Education may adopt criteria necessary for approval of instructional material under Subsection (a) and may require:

(1) all instructional material submitted as full subject tier one instructional material to cover a minimum percentage, as determined by the board, of the essential knowledge and skills adopted for the subject and grade level for which the material is designed;

TEKS Coverage Percentage - Proposed

To be eligible for approval by the State Board of Education, instructional materials for subjects in the foundation subject areas and for subjects in enrichment subject areas that satisfy a high school graduation requirement in a foundation subject area must cover 100% of the Texas Essential Knowledge and Skills (TEKS) and applicable English Language Proficiency Standards (ELPS).

Instructional materials for subjects in enrichment subject areas must cover at least 80% of the TEKS.

Does the Board agree that these are the appropriate TEKS and ELPS coverage percentages for instructional materials moving forward?

New SBOE IMRA Criteria

Instructional Materials Review and Approval (IMRA) Criteria

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Statutory Reference – IM Contract Terms and Conditions

TEC §31.151. DUTIES OF PUBLISHERS AND MANUFACTURERS.

(a) A publisher or manufacturer of instructional materials:

- (1) shall furnish any instructional material the publisher or manufacturer offers in this state at a price that does not exceed the lowest price at which the publisher offers that instructional material for adoption or sale to any state, public school, or school district in the United States;
- (2) shall automatically reduce the price of instructional material sold for use in a school district or open-enrollment charter school to the extent that the price is reduced elsewhere in the United States;
- (3) shall provide any instructional material or ancillary item free of charge in this state to the same extent that the publisher or manufacturer provides the instructional material or ancillary item free of charge to any state, public school, or school district in the United States;
- (4) shall guarantee that each copy of instructional material sold in this state is at least equal in quality to copies of that instructional material sold elsewhere in the United States and is free from factual error;
- (5) may not become associated or connected with, directly or indirectly, any combination in restraint of trade in instructional materials or enter into any understanding or combination to control prices or restrict competition in the sale of instructional materials for use in this state;
- (6) shall deliver instructional materials to a school district or open-enrollment charter school;
- (7) shall, at the time an order for instructional materials is acknowledged, provide to school districts or open-enrollment charter schools an accurate shipping date for instructional materials that are back-ordered;
- (8) shall guarantee delivery of instructional materials at least 10 business days before the opening day of school of the year for which the instructional materials are ordered if the instructional materials are ordered by a date specified in the sales contract;
- (9) shall submit to the State Board of Education an affidavit certifying any instructional material the publisher or manufacturer offers in this state to be free of factual errors at the time the publisher executes the contract required by Section 31.026; and
- (10) shall comply with all other standard terms and conditions adopted by the State Board of Education for use in contracts for the procurement of instructional materials under Subsection (a-1).

(a-1) The State Board of Education shall adopt standard terms and conditions for use in contracts for the procurement of instructional materials from publishers and manufacturers under this section.

Contracting Flow Chart - Proclamation 2024 and Prior

Step 1 - SBOE votes to adopt instructional materials at the state level.

Step 2 - Agency executes a \$0 contract with approved publishers. Contracts contain the following elements:

- Set of bids with fixed prices for program and program components
- An 8-year contract period initial term + 4-year renewal
- Special terms and conditions like a service-level agreement and payment terms

Step 3 - Districts requisition the program or program components from EMAT using their IMTA funds.

Components of a \$0 Instructional Materials Contract

Contract

- *Contract Parties*
- *Contract Contingency*
- *Period of Contract*
- *Purpose of Contract*
- *Payment Under Contract and Delayed Payment Option*
- *Order of Precedence*

Exhibit A:

Official Bids of Adopted Instructional Materials

This is a comprehensive pricing list to which publishers will be held.

Attachment B:

Standard Terms and Conditions from TEA

These terms outline requirements for all contracts in the state.

Attachment C:

Instructional Materials Supplemental Terms and Conditions

These terms outline special terms and conditions for instructional materials contracts.

Are there any other terms or conditions the Board would like to see incorporated into the standard terms and conditions for instructional materials contracts for materials listed in EMAT?

Statutory Reference – Instructional Materials Contracts; Price

TEC 31.026. CONTRACT; PRICE. (a) The State Board of Education may execute a contract for the purchase or licensing of each adopted instructional material.

(b) A contract must require the publisher to provide the number of instructional materials required by school districts in this state for the **term of the contract**.

(c) As applicable, a contract must provide for the purchase or licensing of instructional material at a specific price, which may not exceed the lowest price paid by any other state or any school or school district. The price must be fixed for the **term of the contract**.

(d) This section does not apply to open education resource instructional material.

Contract Period Initial Term

The 8-year initial + 4-year renewal terms for instructional materials contracts was repealed as part of HB 1605.

Staff recommends an 8-year contract period term for instructional materials contracts for IMRA-approved materials.

LEAs may execute a purchase order anywhere from 1 to 8 years.

Does the Board agree that an 8-year term is appropriate?

UPDATED 11.13.23

