

# **Local Review of Classroom Instructional Materials**

## **Overview for Local Education Agencies**

**June 25, 2025**



# Session Purpose

**The purpose of this session is to provide an overview of the local review of classroom instructional materials, highlighting the key statutory requirements and processes to support implementation during the 2025-2026 school year.**

# Session Objectives

1. Examine SBOE and Commissioner rules impacting LEA implementation of local classroom reviews
2. Summarize LEA Requirements for Local Classroom Reviews
3. Outline the parent process requirements to be used during the local classroom reviews.
4. Outline the steps for the parent and district request processes to be used during the local classroom reviews.



# What is a Local Classroom Review?

# HB 1605: High-Quality Curriculum (88R)

- Establishes an expanded process for the SBOE to review and approve high-quality textbooks and instructional materials, supported by TEA, and repeals prior law authorizing TEA instructional materials portal and quality reviews
- Additional funding (on top of IMTA) for districts who choose to use SBOE-approved materials: \$40/student; an additional \$20/student for districts printing state-owned materials
- SBOE textbook approval no longer bound to 8-year cycle, no longer limited to 50% of TEKS
- Districts exempted from RFP processes if purchasing SBOE-approved materials
- Publishers must offer parent portals for instructional materials transparency

- Local curriculum reviews are established, funded, and **can be initiated via parent requests**, with SBOE approval of grade-level rigor rubric
- SBOE must add book/word list to the ELAR TEKS
- Teachers cannot be required to use bi-weekly planning time to create initial instructional materials unless there is a supplemental duty agreement with the teacher
- Requires TEA to develop state-owned textbooks in certain grades and subjects, which are subject to approval by SBOE like any other textbook
- Provides optional teacher training on state-owned textbooks for districts to utilize, and grant program to educator prep programs to support
- Prohibits three-cueing in early literacy instruction

After HB 1605,  
more state  
support is  
provided.

But instructional  
materials  
decisions remain  
inherently local.

- **Districts have local discretion** when selecting instructional materials (TEC 31.0211)
- The State Board of Education reviews materials, including OER, and decides what high-quality material is available to schools (TEC 31.022)
- **Districts have local discretion** to recommend or require (or neither) the use the of certain instructional materials within their classrooms, and they have authority to choose SBOE-approved and non SBOE-approved materials (TEC 28.0027)
- Parents have a right to review all instructional materials (TEC 26.006)
- Parents have a right to temporarily remove a child from a class or school activity (TEC 26.010)

To support district & parent visibility into classroom instructional material quality, HB 1605 required TEA to develop Local Classroom Reviews, with rubric approval by SBOE

**Chapter 31. Parental Rights And Responsibilities.**  
**Subchapter B. State Review And Adoption**  
**Section 31.0252 Local Review Of Classroom Instructional Material.**

(a) The agency shall develop standards in consultation with stakeholders, including educators, by which a school district may conduct a review of instructional materials used by a classroom teacher in a foundation curriculum course under Section 28.002(a)(1) to determine the degree to which the material:

- (1) corresponds with the instructional materials adopted by the school district or district campus; and**
- (2) meets the level of rigor of the essential knowledge and skills adopted under Section 28.002 for the grade level in which it is being used.**

(b) The agency shall develop a rubric, approved by the State Board of Education, to determine if reviewed instructional material complies with the rigor requirements described by Subsection (a)(2).



# Local Review of Classroom Instructional Materials under HB 1605 are designed to accomplish specific objectives.

	<b>Local Review of Classroom Instructional Materials</b>
What is the purpose of the evaluation?	<p>(1) How consistently are instructional materials used in the classroom those adopted by the school or school system?</p> <p>(2) How consistently are assignments issued to students on grade level?</p>
What is evaluated?	<p>(1) Alignment to district/campus adopted materials</p> <p>(2) Grade-Appropriate rigor (TEKS and Quality)</p>
Scope of Review	Classroom
What materials are evaluated?	Student Assignments
Who conducts the evaluation?	<p>Certified Reviewers (from ESCs or Approved Vendors)</p> <p><a href="#">TEC, §31.0252 (d)</a></p>
When is it evaluated?	<p>Statewide submission window begins September 1st and extends through the last instructional day for students.</p> <p><a href="#">§67.69</a></p>
How is it reported?	Local Classroom Review Report

# What materials are evaluated in the local classroom review? Blank Student Assignments

## Math

### Blank Student Assignment

**Part I – Using estimating to compare fractions. (less than  $\frac{1}{2}$ , between  $\frac{1}{2}$  and 1, more than 1)**

Compare the fractions using  $>$ ,  $<$ , or  $=$ . Justify your response.

1. a.  $\frac{4}{5} \square \frac{3}{2}$       b.  $\frac{4}{7} \square \frac{5}{11}$       c.  $\frac{8}{9} \square \frac{2}{5}$       d.  $\frac{13}{30} \square \frac{5}{9}$
2. a.  $\frac{7}{5} \square \frac{6}{8}$       b.  $\frac{7}{15} \square \frac{1}{2}$       c.  $\frac{7}{12} \square \frac{2}{5}$       d.  $\frac{6}{12} \square \frac{2}{11}$

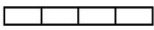

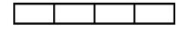
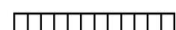
**Part II – Forms of one.**

Determine whether the fraction is less than 1, greater than 1, or is a form of 1. Place the number in the correct box.

5. a.  $\frac{7}{10}$     b.  $\frac{12}{12}$     c.  $\frac{15}{16}$     d.  $\frac{5}{11}$     e.  $\frac{2}{2}$     f.  $\frac{4}{4}$     g.  $\frac{5}{4}$     h.  $\frac{50}{50}$     i.  $\frac{15}{13}$

Less than 1	Form of 1	Greater than 1






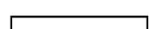
Multiply the fractions. Then fill in the visual model for each fraction.



6. a.  $\frac{1}{2} \left( \frac{2}{2} \right) =$        b.  $\frac{1}{2} \left( \frac{4}{4} \right) =$  
7. a.  $\frac{1}{4} \left( \frac{2}{2} \right) =$        b.  $\frac{1}{4} \left( \frac{3}{3} \right) =$  

8. What do you notice about the shaded portions of the figures? How does multiplying by a form of 1 affect the value of a fraction?

**Part III – Equivalent fractions.**

Write two equivalent fractions for the given fraction. Then fill in the visual model for each resulting fraction.

10. Given:  $\frac{2}{3}$        11. Given:  $\frac{3}{4}$  
12.  $\frac{2}{3} \left( - \right) =$        13.  $\frac{3}{4} \left( - \right) =$  
14.  $\frac{2}{3} \left( - \right) =$        15.  $\frac{3}{4} \left( - \right) =$  

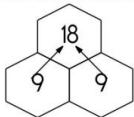
12. Write two equivalent fractions for the shaded portion of the model.       13. Write two equivalent fractions for the shaded portion of the model. 

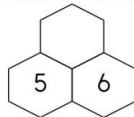
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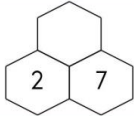
### Blank Student Assignment

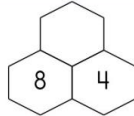
Name: \_\_\_\_\_

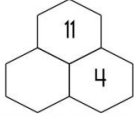
Fill in the blanks by adding the two numbers below each hexagon.

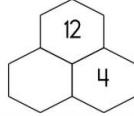


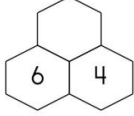


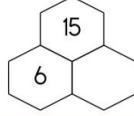


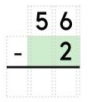













How much is this?



$18 + \underline{\quad} = 22$   
 $\underline{\quad} + 14 = 21$

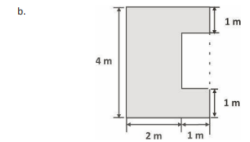
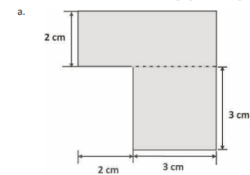
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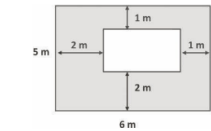
A STORY OF UNITS – TEKS EDITION Lesson 11 Problem Set 3 • 4

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Find the area of each of the following figures. All figures are made up of rectangles.



2. The figure below shows a small rectangle in a big rectangle. Find the area of the shaded part of the figure.



In a local classroom review, one week’s worth of lesson material (including assignments, teacher guide, student readers, etc.) is gathered and included in the report, for maximum parental transparency.

# Local Classroom Review Rubrics

Local classroom review rubrics were created by the agency using the IMRA rubrics (previously approved by the SBOE) and adjusted to focus on the criteria that could be evaluated in student-facing assignments. This ensures local reviews are aligned to the IMRA process without repeating it.

Local Classroom Review Rubrics were approved by the SBOE on April 11, 2025.

[Local Classroom Review Rubric: ELAR K-3 Foundational Literacy Skills](#)

[Local Classroom Review Rubric: ELAR K-3 Reading Comprehension](#)

[Local Classroom Review Rubric: ELAR 4-8 Reading Comprehension](#)

[Local Classroom Review Rubric: Mathematics K-12](#)



# Local Classroom Reviews Process Requirements

# What process requirements related to the local classroom reviews are important for LEAs to consider?

**Establish a process for parents to request a local classroom review.**



## **Process Requirements:**

- Establish the minimum requirements for a parent's petition to the school board including the submission guidelines and timelines.
- Ensure the process aligns to the statewide submission window: September 1<sup>st</sup> through the last instructional day for students.
- Petitions must be considered at the regular board meeting immediately following submission, provided they meet the deadline.

## **Parent Petition Details:**

Must include student assignment, grade level, content area, campus name, and teacher name.

- Establish an appeal process for parents if a petition is denied by the school district board of trustees.

## **Appeal Process Details:**

Must include steps for submitting an appeal, criteria for reviewing the appeal, and timelines for a final decision

# What process requirements related to the local classroom reviews are important for LEAs to consider?

## Notification to State Board of Education



### Action Requested:

- LEAs notify the State Board of Education members representing the district or charter school

### Action Requested Details:

Notify members using the email listed on the [SBOE.Texas.gov](http://SBOE.Texas.gov) website

Notify the member within one week of making the decision to approve a parent requested local classroom review

Notify the member within one week of receiving the final report for the approved parent requested local classroom review



**What are the statutory requirements for local classroom reviews and how can LEAs prepare to meet these requirements?**



# Local Classroom Reviews--Process Requirements Takeaways

01

## Parent Request Process

Establish a local process for parents to request a local classroom review.

§67.69

02

## Parent Petition Process

Establish minimum requirements for a parent petition to the local school board including submission guidelines and timelines.

§67.69

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## Parent Appeals Process

Establish an appeals process for parents if a petition is denied by the school district board of trustees.

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## School District Request Process

A school district may request a local classroom review.

§67.1501

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## Tracking Local Classroom Review Teacher Participation

Establish data management processes to track requests and teacher participation in local classroom reviews.

§67.1501

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## Sharing Results of Local Classroom Review

Establish a process to share results of the local classroom review with stakeholders including publishing results on the district website.

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# Local Classroom Reviews Parent Requests

# Who can request a local classroom review?

	Parent Request
Why would a local classroom review be requested?	<ul style="list-style-type: none"><li>• I want to <b>access</b> what my child is doing in class and what the teacher is using to teach.</li><li>• I don't think what my child brought home or did in class is <b>rigorous</b> for their grade/course.</li><li>• I don't think what my child brought home or did in class is <b>appropriate</b> for the grade/course.</li></ul>
How would the local classroom review be requested?	Parents can request a local classroom review through their local school systems beginning September 1, 2025, per §67.69.
How will the costs of the approved reviews be covered?	Parent requests approved by the school district will be prioritized and conducted at no cost to parents, funded through a grant for local classroom reviews.
How will the results of the review be reported?	Local Classroom Review Report, published on the district's website

# To support district & parent visibility into classroom instructional material quality, HB 1605 required TEA to develop Local Classroom Reviews

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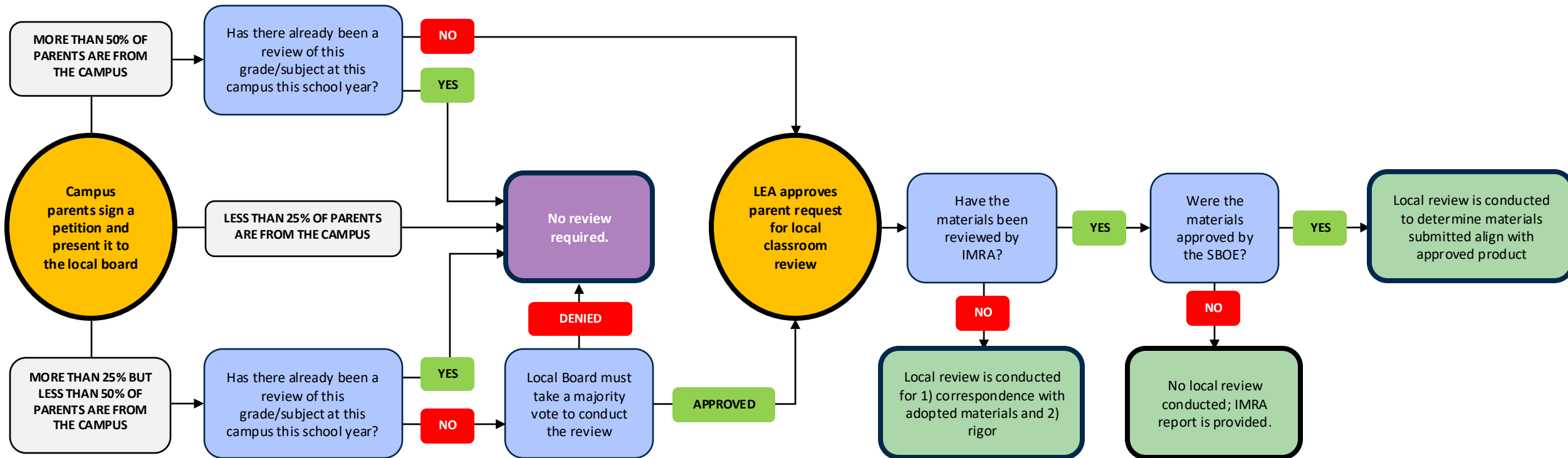
## Chapter 26. Parental Rights And Responsibilities.

### Section 26.0061 Right To Request Instructional Material Review.

- (a) The board of trustees of each school district shall establish a process by which a parent of a student, as indicated on the student registration form at the student's campus, may request an instructional material review under Section 31.0252 for a subject area in the grade level in which the student is enrolled.
- (b) A process established under Subsection (a):
- (1) may not require more than one parent of a student to make the request;
  - (2) must provide for the board of trustees of the school district to determine if the request will be granted, either originally or through an appeal process; and
  - (3) may permit the requesting parent to review the instructional material directly before the district conducts an instructional material review under Section 31.0252.
- (c) If the parents of at least 25 percent of the students enrolled at a campus present to the board of trustees of the school district in which the campus is located a petition for the board to conduct an instructional material review under Section 31.0252, the board shall, subject to Subsection (d), conduct the review, unless the petition is presented by the parents of less than 50 percent of the students enrolled at the campus and, by a majority vote, the board denies the request. A review conducted under this subsection shall include a review of instructional materials for each subject area or grade level specified in the petition.

# Parent Request for the Local Classroom Review

Parents may submit a petition to the local board to trigger a local review of classroom materials.



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# Local Classroom Reviews Parent Petition

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# Parent Petition for the Local Classroom Review



For the purposes of the parent petition for local classroom reviews, a parent means the **parent who is listed on the school registration form** at the campus. <sup>1</sup>



Only **one parent signature per enrolled student** will be counted by the district in its calculation assuring validity of the petition.

<sup>1</sup>Section 6 of HB 1605, TEC § 26.0061a

<sup>2</sup>Section 6 of HB 1605, TEC § 26.0061d



To preserve the confidentiality of petition signers and students, it is recommended that each signature and accompanying information be provided individually.



The petition must clearly state the grade level, content area, campus, and teacher that should complete the local classroom review process to ensure that the **local review occurs once per year** for a specific subject or grade level at a specific campus. <sup>2</sup>



The parent request submission window begins on **September 1<sup>st</sup> through the last instructional day** for students to ensure equitable access to the local classroom review process.



The petition must be submitted to the school board president and the district superintendent.

# Parent Petition Sample for the Local Classroom Review

EXAMPLE

Parent Petition Sample Template

Local Classroom Reviews

As a parent<sup>1</sup> of a currently enrolled student<sup>2</sup> at the \_\_\_\_\_ campus, I understand that I can formally request a local classroom review under the provisions of HB 1605.

I request that the \_\_\_\_\_ school district complete a local classroom review. The review of instructional materials used by a classroom teacher for a specific subject or grade level at a specific campus may not be authorized more than once per year.

Select the subject and grade level listed below:

Grade Level	Subject Area	Teacher

To be considered a valid petition, a parent must complete all the information below and attach the assignment(s) that should be considered for the local classroom review.

To preserve the confidentiality of petition signers and students, it is recommended that each signature and accompanying information be provided on a separate sheet of paper.

Parent Name (Printed):

Student Name (Printed):

Parent Signature:

\*Date:

\*The parent request submission window begins on September 1<sup>st</sup> through the last instructional day for students to ensure equitable access to the local classroom review process.

Parent Petition Details:

Must include student assignment, grade level, content area, campus name, and teacher name.  
67.69

# Parent Petition Superintendent Certifies the Petition for the Local Classroom Review

EXAMPLE

Superintendent Certifies Validity of Written Parent Petition  
Local Classroom Reviews  
Sample

I, \_\_\_\_\_, Superintendent of \_\_\_\_\_ ISD, certify the validity of the attached written Parent Petition for Local Classroom Reviews that was submitted to me on \_\_\_\_\_, 2025, and requests a local classroom review be completed at \_\_\_\_\_ (Campus) in the following content area(s) and grade level(s):

<input type="checkbox"/>	Local Classroom Review: ELAR K-3 Foundational Skills
<input type="checkbox"/>	Local Classroom Review: SLAR K-3 Foundational Skills
<input type="checkbox"/>	Local Classroom Review: ELAR K-3 Reading Comprehension
<input type="checkbox"/>	Local Classroom Review: SLAR K-3 Reading Comprehension
<input type="checkbox"/>	Local Classroom Review: ELAR 4-8 Reading Comprehension
<input type="checkbox"/>	Local Classroom Review: SLAR 4-6 Reading Comprehension
<input type="checkbox"/>	Local Classroom Review: Mathematics K-12

\_\_\_\_\_ campus had an enrollment of \_\_\_\_\_ students on \_\_\_\_\_, 2025. The written Parent Petition for a local classroom review contains signatures of \_\_\_\_\_ parents and meets the requirements contained in HB 1605. The petition includes signatures from the parents of over \_\_\_\_\_ % of the students enrolled at the campus.

This petition will be considered at the next regular board meeting scheduled on \_\_\_\_\_, 2025.

Signed this \_\_\_\_\_ day of \_\_\_\_\_, 2025.

\_\_\_\_\_  
Superintendent Signature

- Ensure the process aligns to the statewide submission window: September 1<sup>st</sup> through the last instructional day for students.
- Petitions must be considered at the regular board meeting immediately following submission, provided they meet the deadline.



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# Parent Appeals Process for the denial of a local classroom review by a local school board

If informal means are not successful, parents may initiate the formal process described below by timely filing a formal written complaint form.

- Level One – School or Campus Principal
- Level Two – Superintendent or Superintendent's Designee
- Level Three – School Board of Trustees or Charter School Board

If after exhausting the **local grievance process** (Levels One-Three) a parent is still aggrieved by the school district's decision, the parent may file an appeal in writing to the Commissioner of Education under [TEC §7.057](#).



[View Parent Complaint Navigator](#)

Our Parent Complaint Navigator will ask you a short series of multiple-choice questions and, based on your responses, provide you with the information and resources you need to address your specific question or concern.

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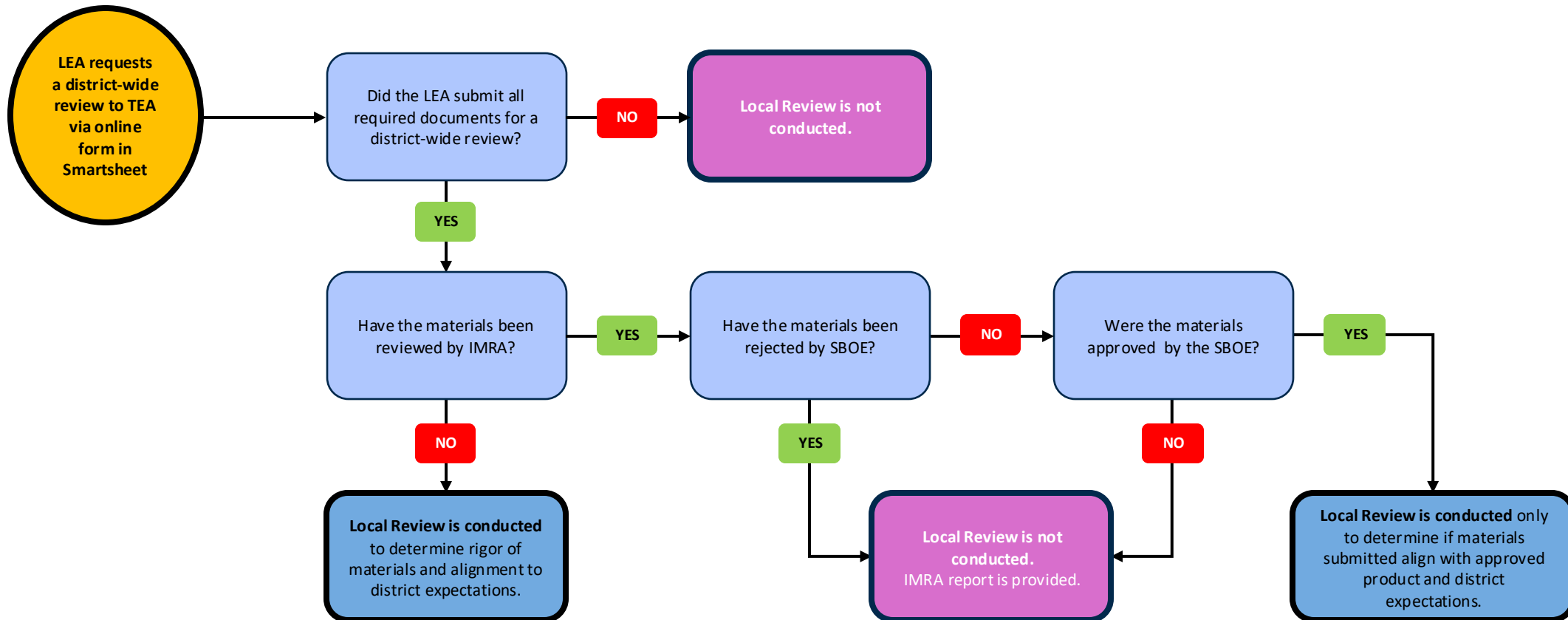


# Local Classroom Reviews School District Request Process

# Who can request a local classroom review?

	School District Request
Why would a local classroom review be requested?	<ul style="list-style-type: none"><li>• To <b>gain insight</b> to the quality of the current instructional materials and/or are considering an adoption process and need data support.</li><li>• To obtain <b>data on implementation</b> of current instructional materials to determine next steps.</li><li>• To <b>proactively address parent concerns</b> and minimize the opportunity for ad-hoc review requests.</li></ul>
How would the local classroom review be requested?	School districts can submit the TEA request form online and provide assignments for review. Districts can request a local classroom review through their local school systems beginning September 1, 2025. <a href="#"><u>§67.1501</u></a>
How will the costs of the approved reviews be covered?	Grant funds will be used to support district-requested reviews, with early requests having a higher likelihood of being funded. Funding availability will depend on the volume of local classroom review requests throughout the year. Once all grant funds have been spent, districts may continue to submit requests; however, review costs must then be covered with local funds.
How will the results of the review be reported?	Local Classroom Review Report, published on the district's website

# District Requests for Local Classroom Reviews



# Local Classroom Reviews--Process Requirements Takeaways

01

## Parent Request Process

Establish a local process for parents to request a local classroom review.

§67.69

02

## Parent Petition Process

Establish minimum requirements for a parent petition to the local school board including submission guidelines and timelines.

§67.69

03

## Parent Appeals Process

Establish an appeals process for parents if a petition is denied by the school district board of trustees.

§67.69

04

## School District Request Process

A school district may request a local classroom review.

§67.1501

05

## Tracking Local Classroom Review Teacher Participation

Establish data management processes to track requests and teacher participation in local classroom reviews.

§67.1501

06

## Sharing Results of Local Classroom Review

Establish a process to share results of the local classroom review with stakeholders including publishing results on the district website.

§67.1501



# Local Classroom Reviews Participation Tracking

# Important Considerations for the Local Classroom Review

## The Agency, in developing the standards:



shall minimize, to the extent possible, the time a teacher is required to spend complying with a review conducted under this section



may not, unless avoidable, require a teacher to spend more than **30 minutes** on a review



may not authorize the review of IM used by a classroom teacher for a specific subject or grade level at a specific campus **more than once per year**

# Sample Teacher Participation Tracker

EXAMPLE

Local Classroom Review District Tracker ☆								
	Campus	Teacher of Record	Content Area	Grade Level	Request Type	Status	Date Review Completed	Notes
1	Hillside Elementary	Becky Hampton	Math K-12	5	Parent Request-Local Classroom Reviews	Closed	04/05/21	
2	Longhorn Intermediate	Claudia Alonzo	ELAR: 4-8 Reading Comprehension	4	Texas Strategic Leadership	Closed	04/05/21	
3	Longhorn Elementary School	Patricia Salgado	ELAR: K-3 Foundational Skills	1	Texas Strategic Leadership	Closed	04/05/21	
4	Riverside Elementary School	Haley Maldonado	ELAR: K-3 Reading Comprehension	2	ESF Targeted Diagnostic	Closed	04/05/21	
5	Riverside Middle School	Anthony Avery	Math K-12	7	District Request--Local Classroom Reviews	In Progress		
6	Pinemont Elementary	Haley Patterson	ELAR: K-3 Reading Comprehension	3	ESF Targeted Diagnostic	In Progress		
7	Telge Middle School	Victoria Garrett	Math K-12	8	Strong Foundations Planning	Not Started		

If a parent requests a local classroom review for a teacher who has already completed one, the district will provide the parent with a copy of that review report, as each teacher is only eligible to participate in the local classroom review one once per year .

# Local Classroom Reviews--Process Requirements Takeaways

01

## Parent Request Process

Establish a local process for parents to request a local classroom review.

§67.69

02

## Parent Petition Process

Establish minimum requirements for a parent petition to the local school board including submission guidelines and timelines.

§67.69

03

## Parent Appeals Process

Establish an appeals process for parents if a petition is denied by the school district board of trustees.

§67.69

04

## School District Request Process

A school district may request a local classroom review.

§67.1501

05

## Tracking Local Classroom Review Teacher Participation

Establish data management processes to track requests and teacher participation in local classroom reviews.

§67.1501

06

## Sharing Results of Local Classroom Review

Establish a process to share results of the local classroom review with stakeholders including publishing results on the district website.

§67.1501





# Local Classroom Reviews

## Local Classroom Review Report

# EXAMPLE

District	Campus	Unique ID
Longhorn ISD	Longhorn Intermediate	PARE-9432
Subject	Grade Level	Report Type
English Language Arts and Reading	Grade 4	Parent Request

## Local Classroom Review Summary:

Alignment to District Adopted Materials	Yes
Meet Expectations for Grade-Level Rigor	Yes

The instructional materials submitted for the local classroom review are aligned to the district-approved materials and meet the expectations for grade-level rigor.

English Language Arts K-3 Foundational Skills Rubric Section	Rigor Review Summary
Phonics Compliance	Not Scored
TEKS Alignment	Not Scored
Foundational Skills	Not Scored
English Language Arts K-3 Reading Comprehension Rubric Section	Rigor Review Summary
TEKS Alignment	Not Scored
Text Complexity	Not Scored
Knowledge and Coherence	Not Scored
Text-based Responses	Not Scored
English Language Arts 4-8 Reading Comprehension Rubric Section	Rigor Review Summary
TEKS Alignment	Yes
Text Complexity	Yes
Knowledge and Coherence	Yes
Text-based Responses	No
Mathematics K-12 Rubric Section	Rigor Review Summary
TEKS Alignment	Not Scored
Depth and Coherence	Not Scored
Balance Conceptual and Procedural Understanding	Not Scored
Productive Struggle	Not Scored

- Local Classroom Review Reports will detail the extent to which assignments meet grade-level rigor and align with the instructional materials adopted by the school district or campus.
- Reports will include all the materials that were submitted for the Local Classroom Review to provide maximum transparency.
- Local Classroom Review Reports should be published on district websites within 10 days of receiving the report ensuring that any student or teacher information is redacted from the report prior to posting. (Proposed Commissioner Rules [§67.1501](#)).

\*The data included in the report represents the findings based on the artifacts submitted by the district or campus for the sample of lessons evaluated. It is not an evaluation of a complete set of instructional materials for a full year.



# Local Classroom Reviews Specific Components

To support district & parent visibility into classroom instructional material quality, HB 1605 required TEA to develop Local Classroom Reviews, with rubric approval by SBOE

**Chapter 31. Parental Rights And Responsibilities.**  
**Subchapter B. State Review And Adoption**  
**Section 31.0252 Local Review Of Classroom Instructional Material.**

(a) The agency shall develop standards in consultation with stakeholders, including educators, by which a school district may conduct a review of instructional materials used by a classroom teacher in a foundation curriculum course under Section 28.002(a)(1) to determine the degree to which the material:

- (1) corresponds with the instructional materials adopted by the school district or district campus; and**
- (2) meets the level of rigor of the essential knowledge and skills adopted under Section 28.002 for the grade level in which it is being used.**

(b) The agency shall develop a **rubric**, approved by the State Board of Education, to determine if reviewed instructional material complies with the rigor requirements described by Subsection (a)(2).

# Local Classroom Review Specific Components-Takeaways

01

## **Certification of Provision of Instructional Materials Form**

The Certification of Provision of Instructional Materials form will be used to determine the alignment of instructional materials to those adopted by the school district or campus.

02

## **Local Classroom Review Rubrics**

SBOE approved local classroom review rubrics that will be used by certified reviewers during the scoring process.

03

## **Local Classroom Review Report**

Local Classroom Review Results will be reported in a standardized Yes/No format for each component assessed.

04

## **Local Classroom Review Appendix**

The appendix offers additional insights into the local classroom review, presenting a collection of resources and details for comprehending its scope.

05

## **Local Classroom Reviews Scorable and Non-Scorable Materials**

During a local classroom review, blank student assignments and one week's worth of lesson materials (including assignments, teacher guides, student readers, etc.) are collected and included in the report for parental transparency. Blank student assignments are scorable, while all other materials are non-scorable and published in the appendix.

# Local Classroom Review Specific Components-Takeaways

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The appendix offers additional insights into the local classroom review, presenting a collection of resources and details for comprehending its scope.

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# Local Classroom Reviews

## Certification of Provision of Instructional Materials

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- (1) **corresponds with the instructional materials adopted by the school district or district campus; and**
- (2) **meets the level of rigor of the essential knowledge and skills adopted under Section 28.002 for the grade level in which it is being used.**


(b) The agency shall develop a **rubric**, approved by the State Board of Education, to determine if reviewed instructional material complies with the rigor requirements described by Subsection (a)(2).



# How will local classroom reviews use the *Certification of Provision of Instructional Materials form* to determine the submission’s alignment with district-adopted materials?

The Certification of Provision of Instructional Materials Form will be used to determine if the materials submitted for local classroom reviews **correspond to the instructional materials adopted by the school district or district campus.**<sup>1</sup>

## Certification of Provision of Instructional Materials Form 2025–26



**Certification of Provision of Instructional Materials Survey 2025–26**

Reading Language Arts Certification

Scope and Sequence - All Grade Levels RLA

QUESTION 3.0:

How is reading language arts content implemented in your LEA  
Please indicate your LEA's approach to managing the implementation of reading language arts content in each of the following grade bands. [Single select for each grade band]

		The full-subject resources and scope and sequence are generally consistent across all classrooms	The full-subject resources being utilized are generally consistent across all classrooms, but there is variation in the scope and sequence between classrooms/campuses	The scope and sequence is generally consistent across all classrooms, but there is variation in which full-subject resources are being utilized between classrooms/campuses	Do not manage full-subject resources and scope and sequence at the LEA level	N/A
QUESTION 3.1:	Grades K-2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.2:	Grades 3-5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.3:	Grades 6-8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
QUESTION 3.4:	Grades 9-12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

English Reading Language Arts K-5 TEKS Coverage Certification

QUESTION 4.0:

For school year 2024–25, will your LEA provide materials to cover 100% of the English RLA TEKS grades K–5? (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

☐Yes

☐No

Source: <sup>1</sup> TEC, §31.0252

# What information do school districts share on the ***Certification of Provision of Instructional Materials Form***?

- School districts are required to certify **annually** to the State Board of Education (SBOE) and the Commissioner that students have access to **instructional materials covering all Texas Essential Knowledge and Skills (TEKS)** for all required subjects, except physical education. <sup>1</sup>
- Required document that indicates the instructional materials the district has adopted or plan to adopt that will cover 100% of the TEKS.
- **Assists the TEA in gathering data from the school district to include:**
  - **District involvement in managing scope and sequence**
  - **Publishers and products used as full-subject materials**
  - **Publishers and products used as supplemental materials**
  - **Grade bands and subjects assessed (RLA, Math, SS, Science)**
- Certifies compliance with Children's Internet Protection<sup>2</sup>

Source: <sup>1</sup> TEC, §31.1011

<sup>2</sup> TEC, §28.0022

# Does the assignment submitted for the local classroom review correspond to the materials adopted in the district?

EXAMPLE

## Math Assignment Submitted for Local Classroom Review

**Part I – Using estimating to compare fractions.** (less than  $\frac{1}{2}$ , between  $\frac{1}{2}$  and 1, more than 1)  
Compare the fractions using  $>$ ,  $<$ , or  $=$ . Justify your response.

1.  $\frac{4}{5} \square \frac{3}{2}$       2.  $\frac{4}{7} \square \frac{5}{11}$       3.  $\frac{8}{9} \square \frac{2}{5}$       4.  $\frac{13}{30} \square \frac{5}{9}$

5.  $\frac{7}{5} \square \frac{6}{8}$       6.  $\frac{7}{15} \square \frac{1}{2}$       7.  $\frac{7}{12} \square \frac{2}{5}$       8.  $\frac{6}{12} \square \frac{2}{11}$

**Part II – Forms of one.**  
Determine whether the fraction is less than 1, greater than 1, or is a **form of 1**. Place the number in the correct box.

5. a.  $\frac{7}{10}$     b.  $\frac{12}{12}$     c.  $\frac{15}{16}$     d.  $\frac{5}{11}$     e.  $\frac{2}{2}$     f.  $\frac{4}{4}$     g.  $\frac{5}{4}$     h.  $\frac{50}{50}$     i.  $\frac{15}{13}$

Less than 1	Form of 1	Greater than 1

6. Multiply the fractions. Then fill in the visual model for each fraction.

7. a.  $\frac{1}{2} \left( \frac{2}{2} \right) =$       b.  $\frac{1}{4} \left( \frac{2}{2} \right) =$    
c.  $\frac{1}{2} \left( \frac{4}{4} \right) =$       d.  $\frac{1}{4} \left( \frac{3}{3} \right) =$

8. What do you notice about the shaded portions of the figures? How does multiplying by a **form of 1** affect the value of a fraction?

**Part III – Equivalent fractions.**  
Write two equivalent fractions for the given fraction. Then fill in the visual model for each resulting fraction.

10. Given:  $\frac{2}{3}$            11. Given:  $\frac{3}{4}$         
 $\frac{2}{3} \left( \frac{\quad}{\quad} \right) =$        $\frac{3}{4} \left( \frac{\quad}{\quad} \right) =$    
 $\frac{2}{3} \left( \frac{\quad}{\quad} \right) =$        $\frac{3}{4} \left( \frac{\quad}{\quad} \right) =$    
12. Write two equivalent fractions for the shaded portion of the model.      13. Write two equivalent fractions for the shaded portion of the model.

Does the assignment submitted for the local classroom review correspond to the materials adopted in the district?



Assignment Source: Edmentum Inc, Study Island

## Math Certification Information Submitted by the District for 2025-2026

### Mathematics Certification

#### Scope and Sequence - All Grade Levels Mathematics

##### QUESTION 12.0:

Are instructional materials for mathematics managed at the LEA level and generally consistent across classrooms? ?

- ☒ Yes  
☐ No

### Mathematics K-5 TEKS Coverage Certification

##### QUESTION 13.0:

For school year 2025–26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades K-5?** (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

- ☒ Yes  
☐ No

### Mathematics K-5 Instructional Materials

##### QUESTION 14.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **mathematics grades K-5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier 1 or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

Mathematics grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:

Edmentum, Study Island

# Does the assignment submitted for the local classroom review correspond to the materials adopted in the district?



## Math Assignment Submitted for Local Classroom Review

Name: \_\_\_\_\_

Fill in the blanks by adding the two numbers below each hexagon.


How much is this?

$18 + \underline{\hspace{1cm}} = 22$   
 $\underline{\hspace{1cm}} + 14 = 21$

EXAMPLE

Does the assignment submitted for the local classroom review correspond to the materials adopted in the district?

**No**

## Math Certification Information Submitted by the District for 2025-2026

**Mathematics Certification**  
Scope and Sequence - All Grade Levels Mathematics

QUESTION 12.0:  
Are instructional materials for mathematics managed at the LEA level and generally consistent across classrooms? ?

☒ Yes  
☐ No

**Mathematics K-5 TEKS Coverage Certification**

QUESTION 13.0:  
For school year 2025-26, will your LEA provide materials to cover 100% of the **mathematics TEKS grades K-5?** (This includes teacher- or LEA-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

☒ Yes  
☐ No

**Mathematics K-5 Instructional Materials**

QUESTION 14.0:  
Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your LEA will use regularly (once a week or more, on average) for **mathematics grades K-5** instruction to ensure coverage of 100% of the TEKS.

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Supplemental Materials (may be used in Tier 1, Tier 2, or Tier 3 settings): instructional materials designed to assist in the instruction of one or more essential knowledge and skill.

**Mathematics grades K-5 full-subject and/or supplemental publisher(s)/ product(s) used:**

**Edmentum, Study Island**

# Local Classroom Review Specific Components-Takeaways

01

## **Certification of Provision of Instructional Materials Form**

The Certification of Provision of Instructional Materials form will be used to determine the alignment of instructional materials to those adopted by the school district or campus.

02

## **Local Classroom Review Rubrics**

SBOE approved local classroom review rubrics that will be used by certified reviewers during the scoring process.

03

## **Local Classroom Review Report**

Local Classroom Review Results will be reported in a standardized Yes/No format for each component assessed.

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## **Local Classroom Review Appendix**

The appendix offers additional insights into the local classroom review, presenting a collection of resources and details for comprehending its scope.

05

## **Local Classroom Reviews Scorable and Non-Scorable Materials**

During a local classroom review, blank student assignments and one week's worth of lesson materials (including assignments, teacher guides, student readers, etc.) are collected and included in the report for parental transparency. Blank student assignments are scorable, while all other materials are non-scorable and published in the appendix.



# Local Classroom Reviews SBOE Approved Rubrics

To support district & parent visibility into classroom instructional material quality, HB 1605 required TEA to develop Local Classroom Reviews, with rubric approval by SBOE

**Chapter 31. Parental Rights And Responsibilities.**  
**Subchapter B. State Review And Adoption**  
**Section 31.0252 Local Review Of Classroom Instructional Material.**

(a) The agency shall develop standards in consultation with stakeholders, including educators, by which a school district may conduct a review of instructional materials used by a classroom teacher in a foundation curriculum course under Section 28.002(a)(1) to determine the degree to which the material:

- (1) corresponds with the instructional materials adopted by the school district or district campus; and
- (2) **meets the level of rigor of the essential knowledge and skills adopted under Section 28.002 for the grade level in which it is being used.**

(b) The agency shall develop a **rubric**, approved by the State Board of Education, to determine if reviewed instructional material complies with the rigor requirements described by Subsection (a)(2).

# Local Classroom Reviews Rubrics

Local classroom review rubrics were created by the agency using the IMRA rubrics (previously approved by the SBOE) and adjusted to focus on the criteria that could be evaluated in student-facing assignments. This ensures local reviews are aligned to the IMRA process without repeating it.

Local Classroom Review Rubrics were approved by the SBOE on April 11, 2025.

[Local Classroom Review Rubric: ELAR K-3 Foundational Literacy Skills](#)

[Local Classroom Review Rubric: ELAR K-3 Reading Comprehension](#)

[Local Classroom Review Rubric: ELAR 4-8 Reading Comprehension](#)

[Local Classroom Review Rubric: Mathematics K-12](#)



# Does the assignment submitted for the local classroom review meet the level of rigor of the essential knowledge and skills for the grade level in which it is being used?

EXAMPLE

## Math Assignment Submitted for Local Classroom Review

## Math: K-12 Local Classroom Review Rubric

Does the assignment submitted for the local classroom review meet the level of rigor of the essential knowledge and skills for the grade level in which it is being used?



**Part I – Using estimating to compare fractions.** (less than  $\frac{1}{2}$ , between  $\frac{1}{2}$  and 1, more than 1)  
Compare the fractions using  $>$ ,  $<$ , or  $=$ . Justify your response.

1. a.  $\frac{4}{5} \square \frac{3}{2}$       b.  $\frac{4}{7} \square \frac{5}{11}$       2. a.  $\frac{8}{9} \square \frac{2}{5}$       b.  $\frac{13}{30} \square \frac{5}{9}$

3. a.  $\frac{7}{5} \square \frac{6}{8}$       b.  $\frac{7}{15} \square \frac{1}{2}$       4. a.  $\frac{7}{12} \square \frac{2}{5}$       b.  $\frac{6}{12} \square \frac{2}{11}$

**Part II – Forms of one.**  
Determine whether the fraction is less than 1, greater than 1, or is a form of 1. Place the number in the correct box.

5. a.  $\frac{7}{10}$     b.  $\frac{12}{12}$     c.  $\frac{15}{16}$     d.  $\frac{5}{11}$     e.  $\frac{2}{2}$     f.  $\frac{4}{4}$     g.  $\frac{5}{4}$     h.  $\frac{50}{50}$     i.  $\frac{15}{13}$

Less than 1	Form of 1	Greater than 1

Multiply the fractions. Then fill in the visual model for each fraction.

6. a.  $\frac{1}{2} \left( \frac{2}{2} \right) =$       7. a.  $\frac{1}{4} \left( \frac{2}{2} \right) =$

b.  $\frac{1}{2} \left( \frac{4}{4} \right) =$       b.  $\frac{1}{4} \left( \frac{3}{3} \right) =$

8. What do you notice about the shaded portions of the figures? How does multiplying by a form of 1 affect the value of a fraction?

**Part III – Equivalent fractions.**  
Write two equivalent fractions for the given fraction. Then fill in the visual model for each resulting fraction.

10. Given:  $\frac{2}{3}$       11. Given:  $\frac{3}{4}$

$\frac{2}{3} \left( - \right) =$        $\frac{3}{4} \left( - \right) =$

$\frac{2}{3} \left( - \right) =$        $\frac{3}{4} \left( - \right) =$

12. Write two equivalent fractions for the shaded portion of the model.      13. Write two equivalent fractions for the shaded portion of the model.

## TEA Mathematics K-12

### 1. TEKS Alignment

Does the assignment align with grade-level standards?

1.1	The assignment includes an opportunity for students to demonstrate the knowledge or practice the skill(s) as outlined in the grade-level TEKS.
1.2	The assignment includes an opportunity for students to engage with mathematical process standards aligned to grade-level TEKS.

### 2. Depth and Coherence

Does the assignment provide opportunities for students to demonstrate depth of understanding aligned to the TEKS?

2.1	The assignment includes an opportunity for students to demonstrate depth of understanding aligned to the TEKS.
2.2	The assignment includes an opportunity for students to apply conceptual understanding to new problem situations and contexts through doing, writing, and/or discussing.

### 3. Balance Conceptual and Procedural Understanding

Does the assignment allow students to engage in conceptual understanding and/or procedural skills as required by the TEKS?

3.1	The assignment includes an opportunity for students to engage with various representations of mathematical situations, patterns, and procedures.
3.2	The assignment includes an opportunity for students to use concrete models, manipulatives, pictorial or abstract representations in alignment with the grade-level TEKS.

### 4. Productive Struggle

Does the assignment allow students to engage in productive problem-solving?

4.1	The assignment includes an opportunity for students to think critically through complex mathematical problems.
4.2	The assignment includes an opportunity for students to explain or justify ways to solve problems.

Local Classroom Review Rubric  
Mathematics K-12 as approved by the SBOE on 04/11/2025

Does the assignment submitted for the local classroom review meet the level of rigor of the essential knowledge and skills for the grade level in which it is being used?


TEA  
Texas Education Agency

EXAMPLE

ELAR Assignment Submitted  
for Local Classroom Review

ELAR: 4-8 Reading Comprehension  
Local Classroom Review Rubric

Name \_\_\_\_\_

All About Helicopters

1. This passage is \_\_\_\_\_.  
A. a news article  
B. an informational passage  
C. a folktale  
D. all of the above

2. What do rotors allow helicopters to do?  
A. hover in one place  
B. fly backwards  
C. fly forwards  
D. all of the above

3. According to this passage, helicopters are used by  
A. firefighters and construction workers.  
B. schools and newspaper reporters.  
C. firefighters and police.  
D. all of the above.

4. The author most likely believes that \_\_\_\_\_.  
A. airplanes are much better than helicopters  
B. helicopters can be useful  
C. riding in a helicopter is quiet and peaceful  
D. all of the above

Does the assignment submitted for the local classroom review meet the level of rigor of the essential knowledge and skills for the grade level in which it is being used?

No

TEA  
Texas Education Agency

ELAR 4–8: Reading Comprehension

1. TEKS Alignment

Does the assignment align with grade-level standards?

1.1

The assignment includes an opportunity for students to demonstrate the knowledge or practice the skill(s) as outlined in the grade-level TEKS.

1.2

The assignment includes an opportunity for students to independently read grade-appropriate text.

2. Text Complexity

Does the assignment require the use of high-quality, complex text(s)?

2.1

The assignment includes an opportunity for students to engage with multiple unfamiliar words in context, while using grade-level print, or digital resources.

2.2

The assignment includes an opportunity for students to access and engage reading skills with texts that are grade-level, well-crafted, and are of publishable quality.

3. Knowledge and Coherence

Does the assignment help students build knowledge and vocabulary?

3.1

The assignment includes an opportunity for students to build knowledge in the fields of science, history, literature, and/or the arts.

3.2

The assignment includes an opportunity for students to engage in purposeful use of key academic vocabulary.

4. Text-based Responses

Does the assignment allow students to engage in rigorous tasks requiring text evidence to deepen their understanding of complex text(s)?

4.1

The assignment includes an opportunity for students to evaluate the structure, language, key ideas, details, craft, purpose, and/or theme of high-quality text(s).

4.2

The assignment includes an opportunity for students to use evidence from the text to demonstrate comprehension, justify their thinking, and/or support claims.

Local Classroom Review Rubric

ELAR 4–8: Reading Comprehension, as approved by the SBOE on 04/11/2025

# Local Classroom Review Specific Components-Takeaways

01

## **Certification of Provision of Instructional Materials Form**

The Certification of Provision of Instructional Materials form will be used to determine the alignment of instructional materials to those adopted by the school district or campus.

02

## **Local Classroom Review Rubrics**

SBOE approved local classroom review rubrics that will be used by certified reviewers during the scoring process.

03

## **Local Classroom Review Report**

Local Classroom Review Results will be reported in a standardized Yes/No format for each component assessed.

04

## **Local Classroom Review Appendix**

The appendix offers additional insights into the local classroom review, presenting a collection of resources and details for comprehending its scope.

05

## **Local Classroom Reviews Scorable and Non-Scorable Materials**

During a local classroom review, blank student assignments and one week's worth of lesson materials (including assignments, teacher guides, student readers, etc.) are collected and included in the report for parental transparency. Blank student assignments are scorable, while all other materials are non-scorable and published in the appendix.



# Local Classroom Reviews

## Local Classroom Review Report

# Local Classroom Review Results are directly connected to the objectives outlined in statute.

<b>District</b> Longhorn ISD	<b>Campus</b> Longhorn Intermediate	<b>Unique ID #</b> PARE-0374
<b>Subject</b> Math	<b>Grade Level</b> Grade 4	<b>Report Type</b> Parent Request

**Local Classroom Review Summary:**

Alignment to District Adopted Materials	Yes
Meet Expectations for Grade-Level Rigor	Yes

The instructional materials submitted for the local classroom review are aligned to the district-approved materials and meet the expectations for grade-level rigor.

English Language Arts K-3 Foundational Skills Rubric Section	Rigor Review Summary
Phonics Compliance	Not Scored
TEKS Alignment	Not Scored
Foundational Skills	Not Scored

English Language Arts K-3 Reading Comprehension Rubric Section	Rigor Review Summary
TEKS Alignment	Not Scored
Text Complexity	Not Scored
Knowledge and Coherence	Not Scored
Text-based Responses	Not Scored

English Language Arts 4-8 Reading Comprehension Rubric Section	Rigor Review Summary
TEKS Alignment	Not Scored
Text Complexity	Not Scored
Knowledge and Coherence	Not Scored
Text-based Responses	Not Scored

Mathematics K-12 Rubric Section	Rigor Review Summary
TEKS Alignment	Yes
Depth and Coherence	No
Balance Conceptual and Procedural Understanding	Yes
Productive Struggle	Yes

## Chapter 31. Parental Rights And Responsibilities. Subchapter B. State Review And Adoption Section 31.0252 Local Review Of Classroom Instructional Material.

(a) The agency shall develop standards in consultation with stakeholders, including educators, by which a school district may conduct a review of instructional materials used by a classroom teacher in a foundation curriculum course under Section 28.002(a)(1) to determine the degree to which the material:

- (1) corresponds with the instructional materials adopted by the school district or district campus; and
- (2) meets the level of rigor of the essential knowledge and skills adopted under Section 28.002 for the grade level in which it is being used.

(b) The agency shall develop a **rubric**, approved by the State Board of Education, to determine if reviewed instructional material complies with the rigor requirements described by Subsection (a)(2).

# Local Classroom Review Specific Components-Takeaways

01

## **Certification of Provision of Instructional Materials Form**

The Certification of Provision of Instructional Materials form will be used to determine the alignment of instructional materials to those adopted by the school district or campus.

02

## **Local Classroom Review Rubrics**

SBOE approved local classroom review rubrics that will be used by certified reviewers during the scoring process.

03

## **Local Classroom Review Report**

Local Classroom Review Results will be reported in a standardized Yes/No format for each component assessed.

04

## **Local Classroom Review Appendix**

The appendix offers additional insights into the local classroom review, presenting a collection of resources and details for comprehending its scope.

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During a local classroom review, blank student assignments and one week's worth of lesson materials (including assignments, teacher guides, student readers, etc.) are collected and included in the report for parental transparency. Blank student assignments are scorable, while all other materials are non-scorable and published in the appendix.



# Local Classroom Review Results are directly connected to parental transparency outlined in Chapter 31.

## Appendix

The appendix offers additional insights into the local classroom review, presenting a collection of resources and details for comprehending its scope.

### Appendix 1

#### Documents Submitted for the Local Classroom Review:

During a local classroom review, blank student assignments and one week's worth of lesson materials (including assignments, teacher guides, student readers, etc.) are collected and included in the report for parental transparency. Blank student assignments are scorable, while all other materials are non-scorable and published in the appendix.

### Appendix 2

#### SBOE Approved Rubrics for Local Classroom Reviews:

The State Board of Education (SBOE) approved the local classroom review rubrics that should be used to evaluate the submitted instructional materials.

### Appendix 3

#### Scoring Methodology:

This section provides a detailed explanation of the methods used to evaluate and score student assignments and instructional materials.

### Appendix 4

#### Instructional Materials Review and Approval (IMRA) Process:

The IMRA process was enacted under House Bill (HB) 1605 and brings new components to a single, State Board of Education (SBOE)-governed review of instructional materials. IMRA outlines how instructional materials will be reviewed, with the SBOE having final authority on the process, criteria used, and approvals.

### Appendix 5

#### Glossary:

Definitions of key terms used throughout the document.

## Chapter 31. Parental Rights And Responsibilities. Subchapter B. State Review And Adoption Section 31.0252 Local Review Of Classroom Instructional Material.

(a) The agency shall develop standards in consultation with stakeholders, including educators, by which a school district may conduct a review of instructional materials used by a classroom teacher in a foundation curriculum course under Section 28.002(a)(1) to determine the degree to which the material:

- (1) corresponds with the instructional materials adopted by the school district or district campus; and
- (2) meets the level of rigor of the essential knowledge and skills adopted under Section 28.002 for the grade level in which it is being used.

(b) The agency shall develop a rubric, approved by the State Board of Education, to determine if reviewed instructional material complies with the rigor requirements described by Subsection (a)(2).

# Local Classroom Review Specific Components-Takeaways

01

## **Certification of Provision of Instructional Materials Form**

The Certification of Provision of Instructional Materials form will be used to determine the alignment of instructional materials to those adopted by the school district or campus.

02

## **Local Classroom Review Rubrics**

SBOE approved local classroom review rubrics that will be used by certified reviewers during the scoring process.

03

## **Local Classroom Review Report**

Local Classroom Review Results will be reported in a standardized Yes/No format for each component assessed.

04

## **Local Classroom Review Appendix**

The appendix offers additional insights into the local classroom review, presenting a collection of resources and details for comprehending its scope.

05

## **Local Classroom Reviews Scorable and Non-Scorable Materials**

During a local classroom review, blank student assignments and one week's worth of lesson materials (including assignments, teacher guides, student readers, etc.) are collected and included in the report for parental transparency. Blank student assignments are scorable, while all other materials are non-scorable and published in the appendix.



# How will the local classroom review documents be organized in the appendix?

## Math

### Blank Student Assignment

**Part I – Using estimating to compare fractions. (less than  $\frac{1}{2}$ , between  $\frac{1}{2}$  and 1, more than 1)**  
Compare the fractions using  $>$ ,  $<$ , or  $=$ . Justify your response.

1.  $\frac{4}{5} \square \frac{3}{2}$       2.  $\frac{4}{7} \square \frac{5}{11}$       3.  $\frac{8}{9} \square \frac{2}{5}$       4.  $\frac{13}{30} \square \frac{5}{9}$

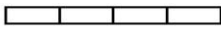
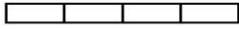
5.  $\frac{7}{5} \square \frac{6}{8}$       6.  $\frac{7}{15} \square \frac{1}{2}$       7.  $\frac{7}{12} \square \frac{2}{5}$       8.  $\frac{6}{12} \square \frac{2}{11}$

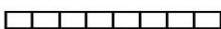
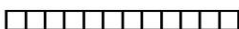
**Part II – Forms of one.**  
Determine whether the fraction is less than 1, greater than 1, or is a **form of 1**. Place the number in the correct box.

5. a.  $\frac{7}{10}$     b.  $\frac{12}{12}$     c.  $\frac{15}{16}$     d.  $\frac{5}{11}$     e.  $\frac{2}{2}$     f.  $\frac{4}{4}$     g.  $\frac{5}{4}$     h.  $\frac{50}{50}$     i.  $\frac{15}{13}$



Less than 1	Form of 1	Greater than 1

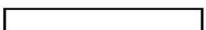
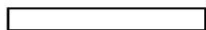
Multiply the fractions. Then fill in the visual model for each fraction.


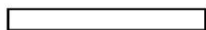
6.  $\frac{1}{2} \left( \frac{2}{2} \right) =$        7.  $\frac{1}{4} \left( \frac{2}{2} \right) =$  



8.  $\frac{1}{2} \left( \frac{4}{4} \right) =$        9.  $\frac{1}{4} \left( \frac{3}{3} \right) =$  

10. **Part III – Equivalent fractions.**  
Write two equivalent fractions for the given fraction. Then fill in the visual model for each resulting fraction.

10. Given:  $\frac{2}{3}$             11. Given:  $\frac{3}{4}$       

$\frac{2}{3} \left( \frac{1}{1} \right) =$         $\frac{3}{4} \left( \frac{1}{1} \right) =$  

$\frac{2}{3} \left( \frac{2}{2} \right) =$         $\frac{3}{4} \left( \frac{2}{2} \right) =$  

12. Write two equivalent fractions for the shaded portion of the model.       13. Write two equivalent fractions for the shaded portion of the model. 

Scorable-Blank student assignments  
are classified as **scorable** documents  
for local classroom reviews

## Math

### Teacher Guide

**A STORY OF UNITS**

opportunity to practice simplifying strategies (e.g., mental math subtraction algorithm established in Module 1 (4.NBT.4). Students mixed units to a single unit before or after the computation (4.MD.1).

2 km 608 m + 3 km

**Algorithms**

$$\begin{array}{r} 2 \text{ km } 608 \text{ m} \\ + 3 \text{ km } 412 \text{ m} \\ \hline 5 \text{ km } 1020 \text{ m} \\ \phantom{5 \text{ km }} \uparrow \\ 1 \text{ km } 20 \text{ m} \\ \hline 6 \text{ km } 20 \text{ m} = 6 \text{ km } 20 \text{ m} \end{array}$$

OR

$$\begin{array}{r} 2,608 \text{ m} \\ + 3,412 \text{ m} \\ \hline 6,020 \text{ m} = 6 \text{ km } 20 \text{ m} \end{array}$$

Word problems provide a context in which to apply the conversion of mixed units. Connecting students' familiarity with both metrics swiftly through each unit of conversion, spending only one day of understanding of unit conversions allows for further application dividing metric units, throughout subsequent modules.

**A Teaching Sequence Toward Mastery of Metric Unit Conversion**

**Objective 1:** Express metric length measurements in terms of and subtraction word problems involving metric (Lesson 1)

**Objective 2:** Express metric mass measurements in terms of and subtraction word problems involving metric (Lesson 2)

**Objective 3:** Express metric capacity measurements in terms of and subtraction word problems involving metric (Lesson 3)

**Lesson 1**

**Objective:** Express metric length measurements in terms of a smaller unit; model and solve addition and subtraction word problems involving metric length.

**Suggested Lesson Structure**

Activity	Time
Fluency Practice	(10 minutes)
Application Problem	(8 minutes)
Concept Development	(32 minutes)
Student Debrief	(10 minutes)
<b>Total Time</b>	<b>(60 minutes)</b>

**Fluency Practice (10 minutes)**

- Convert Units 4.MD.1 (2 minutes)
- Meter and Centimeter Number Bonds 4.MD.1 (8 minutes)

**Convert Units (2 minutes)**

Note: Isolated review builds fluency with conversion so that students can use this skill as a tool for solving word problems.

T: (Write 100 cm = \_\_\_\_ m.) 100 centimeters is the same as how many meters?

S: 1 meter.

Repeat the process with the following possible sequence: 200 cm, 300 cm, 800 cm, and 500 cm.

T: (Write 1 m = \_\_\_\_ cm.) How many centimeters are in 1 meter?

S: 100 centimeters.

Repeat the process with the following possible sequence: 2 m, 3 m, 7 m, 4 m, and 9 m.

**A NOTE ON STANDARDS ALIGNMENT:**

In this lesson and the entire module, students convert metric length units in the context of addition and subtraction problems involving mixed units. This lesson builds on the content of 2.MD.5 and 3.MD.2.

On some occasions, students work beyond the 4.MD.1 and 4.MD.2 standards by converting from a smaller unit to a larger unit. They do this by creating a connection between units of measures related to place value.

If students are not ready for the conversions up, have them work in small groups to further develop the number sense necessary for understanding these conversions, and always accept answers in the smaller unit.

Non- Scorable-All other materials collected for the  
local classroom review are classified as **non-scorable**  
documents and published in the appendix of the  
report.

A large crowd of graduates in black caps and gowns is seated on a field in front of a grand, multi-story university building with a central portico. A large orange banner is superimposed over the middle of the image.

**What are the specific components of the local classroom review and how will results be reported?**

# Local Classroom Review Specific Components-Takeaways

01

## **Certification of Provision of Instructional Materials Form**

The Certification of Provision of Instructional Materials form will be used to determine the alignment of instructional materials to those adopted by the school district or campus.

02

## **Local Classroom Review Rubrics**

SBOE approved local classroom review rubrics that will be used by certified reviewers during the scoring process.

03

## **Local Classroom Review Report**

Local Classroom Review Results will be reported in a standardized Yes/No format for each component assessed.

04

## **Local Classroom Review Appendix**

The appendix offers additional insights into the local classroom review, presenting a collection of resources and details for comprehending its scope.

05

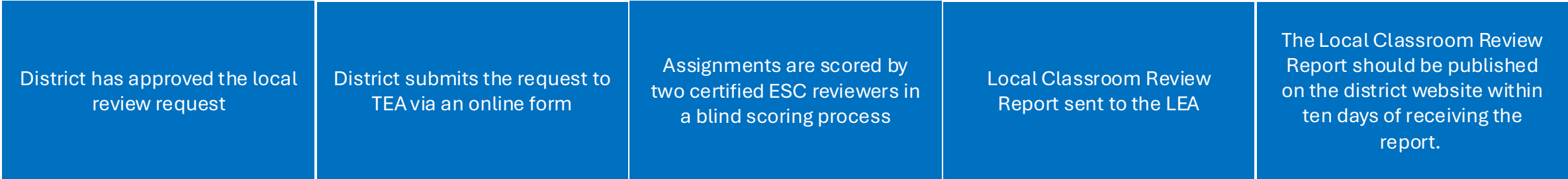
## **Local Classroom Reviews Scorable and Non-Scorable Materials**

During a local classroom review, blank student assignments and one week's worth of lesson materials (including assignments, teacher guides, student readers, etc.) are collected and included in the report for parental transparency. Blank student assignments are scorable, while all other materials are non-scorable and published in the appendix.

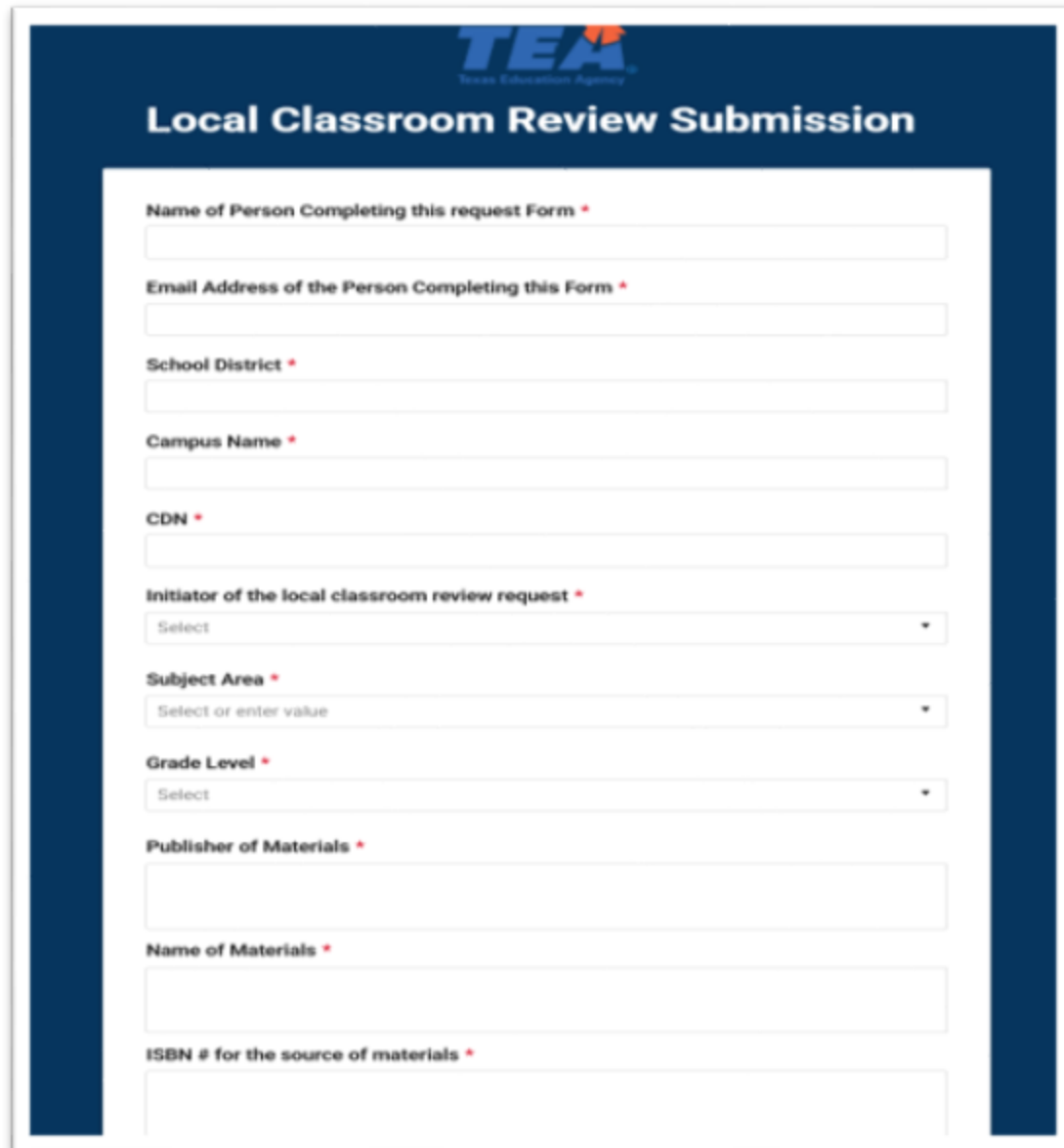


# Local Classroom Review Submit a Request to TEA

# Local Classroom Review-Submit a Request to TEA



# Step 2-District submits the local review request to TEA via an online form.



The screenshot shows the 'Local Classroom Review Submission' form from the Texas Education Agency (TEA). The form is titled 'Local Classroom Review Submission' and features the TEA logo at the top. It contains several required fields, each marked with a red asterisk (\*). The fields are: 'Name of Person Completing this request Form', 'Email Address of the Person Completing this Form', 'School District', 'Campus Name', 'CDN', 'Initiator of the local classroom review request' (a dropdown menu with 'Select' as the current value), 'Subject Area' (a dropdown menu with 'Select or enter value' as the current value), 'Grade Level' (a dropdown menu with 'Select' as the current value), 'Publisher of Materials', 'Name of Materials', and 'ISBN # for the source of materials'.

What information will be needed to complete the form?

- CDN Number
- Initiator of the Local Classroom Review Request (District, Individual Parent, District Approved Parent Petition)
- Subject Area and Grade Level for the Review
- Publisher of the Materials to be reviewed
- Name of the Materials to be reviewed
- ISBN # for the Source of the Materials



# Step 2-District submits the local review request to TEA via an online form

ISBN # for the source of materials \*

## Local Classroom Review Submission Criteria

### #1 Submission Criteria for Blank Student Assignments (Scoreable Materials)

- Five blank, distinct, legible student assignments, per content area being reviewed.
- Each assignment must include clear instructions for the students.
- Each submitted assignment should reflect the majority of the lesson content.
- Each assignment must be designed for independent completion by an individual student.
- All artifacts should be assignments from the same instructional week within each content area.
- For ELAR only: text must be included with each assignment.
- For ELAR only: assignments should focus on reading comprehension or foundational reading skills.

### #2 Submission Criteria for Other Instructional Materials (Non-Scoreable)

All other instructional materials collected during the local classroom review are designated as non-scorable documents. The collection of the other instructional materials serves to ensure full transparency for parents who may receive a copy of this report, while also demonstrating the progression of student assignments throughout the instructional period, defined as one consecutive week's worth of material. Other instructional materials for Submission 2 may include, but are not limited to, those outlined in the list below.

- Teacher facing materials including lesson plans, grading rubric, or unit plan
- Content Resource Materials including classroom activities
- Exit Tickets
- Bell Ringers
- Spelling Exercises
- Standalone Grammar Assignments
- Writing Prompts
- Group Projects

### File Upload (the maximum file size is limited to 30 MB) \*

Submit two files for local classroom review:

Submission 1: Blank Student Assignment

Submission 2: All Other Instructional Materials

Drag and drop files here or [browse files](#)

What documents will be needed to submit along with the form?

- **Submission#1 Criteria for Blank Student Assignments (Scoreable Materials)**--The blank student assignments that will be reviewed and scored.
- **Submission #2 Submission Criteria for Other Instructional Materials (Non-Scoreable)**--All learning materials for an entire week including but not limited to teacher-facing materials, content resources, and instructional guides.
- Access to the local classroom review request form will be given to the Superintendent and a designee in each district.

# Step 3-TEA Certified Reviewers will score the assignment submission.

## How will the assignments be scored?

- All reviewers must be certified in the area they wish to review.
- All reviewers must complete three TEA training sessions to become a certified reviewer.
- All reviewers must complete and pass a performance task to become a TEA certified reviewer.
- TEA will assign two certified reviewers to use the appropriate SBOE approved rubric to score the assignments in a blind scoring process.
- The certified reviewers may include summary statements in the report to describe the assignment submission.



# Step 4-Local Classroom Review Reports will be shared directly with the district.

District

Longhorn ISD

Campus

Longhorn Intermediate

Unique ID #

PARE-0374

Subject

Math

Grade Level

Grade 4

Report Type

Parent Request

Local Classroom Review Summary:

Alignment to District Adopted Materials

No

Meet Expectations for Grade-Level Rigor

Yes

The instructional materials submitted for the local classroom review are not aligned to the district-approved materials and meet the expectations for grade-level rigor.

English Language Arts K-3 Foundational Skills Rubric Section	Rigor Review Summary
Phonics Compliance	Not Scored
TEKS Alignment	Not Scored
Foundational Skills	Not Scored

English Language Arts K-3 Reading Comprehension Rubric Section	Rigor Review Summary
TEKS Alignment	Not Scored
Text Complexity	Not Scored
Knowledge and Coherence	Not Scored
Text-based Responses	Not Scored

English Language Arts 4-8 Reading Comprehension Rubric Section	Rigor Review Summary
TEKS Alignment	Not Scored
Text Complexity	Not Scored
Knowledge and Coherence	Not Scored
Text-based Responses	Not Scored

Mathematics K-12 Rubric Section	Rigor Review Summary
TEKS Alignment	Yes
Depth and Coherence	No
Balance Conceptual and Procedural Understanding	Yes
Productive Struggle	Yes

District

Longhorn ISD

Campus

Longhorn Intermediate

Unique ID #

PARE-0954

Subject

Math

Grade Level

Grade 4

Report Type

Parent Request

Local Classroom Assignment Review Summary Statements:

English Language Arts K-3 Foundational Skills Rubric Section	Summary Statements
Phonics Compliance	Not Scored
TEKS Alignment	Not Scored
Foundational Skills	Not Scored

English Language Arts K-3 Reading Comprehension Rubric Section	Summary Statements
TEKS Alignment	Not Scored
Text Complexity	Not Scored
Knowledge and Coherence	Not Scored
Text-based Responses	Not Scored

English Language Arts 4-8 Reading Comprehension Rubric Section	Summary Statements
TEKS Alignment	Not Scored
Text Complexity	Not Scored
Knowledge and Coherence	Not Scored
Text-based Responses	Not Scored

Mathematics K-12 Rubric Section	Summary Statements
TEKS Alignment	Assignments included opportunities for students to demonstrate the knowledge and practice the skills as outlined in the grade-level TEKS.
Depth and Coherence	Assignments do not include opportunities for students to demonstrate depth of understanding aligned to the TEKS.
Balance Conceptual and Procedural Understanding	Assignments included opportunities for students to use concrete models, manipulatives, pictorial or abstract representations in alignment with the grade-level TEKS.
Productive Struggle	Assignments include opportunities for students to explain or justify ways to solve problems.

Step 5- The Local Classroom Review Report should be published on the district website within ten days of receiving the report.

District  
Longhorn ISD

Campus  
Longhorn Intermediate

Unique ID

Subject  
English Language Arts and Reading

Grade Level  
Grade 4

Report Type  
Parent Request

Local Classroom Review Summary:

Alignment to District Adopted Materials

Yes

Meet Expectations for Grade-Level Rigor

Yes

The instructional materials submitted for the local classroom review are aligned to the district-approved materials and meet the expectations for grade-level rigor.

English Language Arts K-3 Foundational Skills Rubric Section	Rigor Review Summary
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Text Complexity	Not Scored
Knowledge and Coherence	Not Scored
Text-based Responses	Not Scored

English Language Arts 4-8 Reading Comprehension Rubric Section	Rigor Review Summary
TEKS Alignment	Yes
Text Complexity	Yes
Knowledge and Coherence	Yes
Text-based Responses	No

Mathematics K-12 Rubric Section	Rigor Review Summary
TEKS Alignment	Not Scored
Depth and Coherence	Not Scored
Balance Conceptual and Procedural Understanding	Not Scored
Productive Struggle	Not Scored

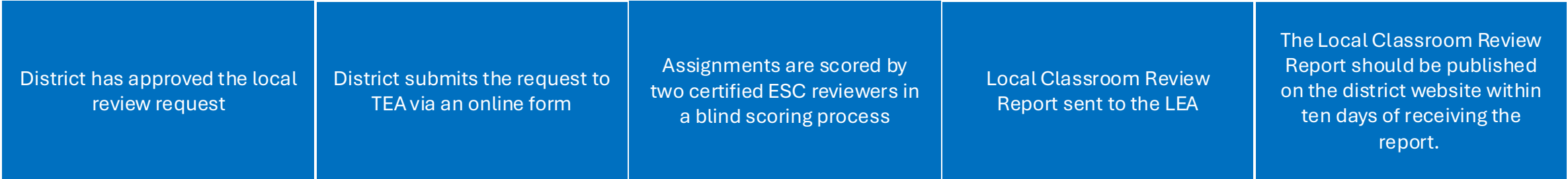
The local classroom review report will have a Unique ID number if you have questions regarding a specific report.

The local classroom review report does not have specific teacher or student information.



**What is the process that school districts should use to formally request a local classroom review from the Texas Education Agency?**

# Local Classroom Review-Submit a Request to TEA





# Local Classroom Reviews Grant Funding





# Local Classroom Reviews-Grant Funding

1) Parent requests approved by the school district will be prioritized and conducted at no cost to parents, funded through a grant for local classroom reviews.

2) Grant funds will be used to support district-requested reviews, with early requests having a higher likelihood of being funded. Funding availability will depend on the volume of local classroom review requests throughout the year. Once all grant funds have been spent, districts may continue to submit requests; however, review costs must then be covered with local funds. Districts will be notified if local funds are needed to conduct the local classroom reviews.



# Contact Information

# Local Classroom Reviews Contact Information

- Please review the [TAA correspondence](#) dated May 29, 2025, for more information about local classroom reviews.
- Please review the local classroom review information shared during the [TEA Superintendent call](#) dated May 29, 2025, for more information about local classroom reviews.
- Visit the [local classroom review webpage](#) for more information or connect with our team at [local.classroomreviews@tea.texas.gov](mailto:local.classroomreviews@tea.texas.gov) if you have questions.